



Agenda  
Osseo Area Schools  
School Board

Regular Business Meeting  
Educational Service Center - N10  
11200 93rd Ave N  
Maple Grove, MN 55369  
Tuesday, June 9, 2026  
4:30 PM

*Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.*

This regular meeting of the School Board of Osseo Area Schools is being conducted in the Board Room of the Educational Service Center, and is open to the public. The meeting can be monitored electronically by streaming online at [district279.org/about-us/school-board](https://district279.org/about-us/school-board) (Watch Livestream). An archived recording will also be available on the district website.

### **Agenda Items**

1. Check in  
Amy Moore, General Counsel
2. 100 Series: School Board
  - A. 101 Racial Equity in Educational Achievement - Policy and Procedure 2
  - B. 102 Equal Opportunity and Prohibition Against Discrimination, Harassment and Violence - Policy and Procedures A and B 5
3. 500 Series: Students
  - A. 503 Attendance and Absences - Policy and Procedure 27
  - B. 510 School Activities - Policy and Procedure 33
  - C. 511 Student Fundraising - Policy 37
  - D. 542 Extended Educational Field Trips - Policy and Procedure 45
  - E. 545 Student Fees - Policy and Procedure 50
  - F. 558 Enrollment Options Program - Policy and Procedure 53
4. 800 Series: Building and Sites
  - A. 807 Health & Safety: Procedure B Cardiac Emergency Response Plan (new) 63
5. Review 2026-2027 79
6. Next Meeting: October 6, 2026
7. Adjournment

*To accommodate individuals with disabilities, this material will be made available in alternative formats upon request. Individuals with disabilities are invited to request reasonable accommodations to participate in or attend a district activity, call your local school or the school district at least seventy-two (72) hours in advance (two-week notice preferred). Members of the public can view and download School Board meeting notices and regular meeting agendas and materials from the district website [www.district279.org](https://www.district279.org), under "About Us > School Board."*

## **POLICY 101 RACIAL EQUITY IN EDUCATIONAL ACHIEVEMENT**

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### **I. PURPOSE**

The purpose of this policy is to ensure that educational excellence and educational equity are provided for each learner. Each of the school district's students deserves respectful learning environments in which the student's racial and ethnic identity is valued and contributes to successful academic outcomes for all students. Through educational excellence and equity, each student in the school district will be empowered and equipped as a lifelong learner with the necessary tools to achieve dreams and contribute to community. The school district will establish and maintain a commitment to educational excellence and equity in its systemic practices, which will support its contribution toward a community free from racially predictable disparities.

### **II. GENERAL STATEMENT OF POLICY**

The school district is committed to raising the achievement levels for each student by creating transformational system change to ensure equitable student achievement.

### **III. ADMINISTRATIVE RESPONSIBILITIES**

- A. School district administration will develop, support, model, and sustain equity-focused and culturally responsive training for staff and students.
- B. School district administration will develop practices that create multiple pathways to success in order to meet the needs of our diverse students, and will actively encourage, support and expect high academic achievement for each student.
- C. School district administration will monitor policies, programs and practices to assess educational equity and work to eliminate racial and ethnic disparities in all district and school-level programs.
  1. Students at the Center  
The school district will provide each student with high quality culturally responsive pedagogy.
  2. Equity Leadership Development  
The school district will recruit, , support and retain a workforce that reflects the diversity, including racial diversity, of enrolled students, as well as culturally competent administrative, instructional and support personnel.
  3. Culturally Responsive Leading, Learning, and Teaching Practices  
Consistent with state regulations and school district policy, the school district will provide materials and assessments that reflect the diversity of students and staff, and are geared towards the understanding and appreciation of race, culture, economic status, language, ethnicity, ability and other differences that contribute to the uniqueness of each student and staff member.
  4. Family and Community Engagement and Empowerment  
Each school and program will seek community input and create a welcoming culture and inclusive environment that reflects and supports the racial and cultural diversity of the school's student populations, their families, and communities.

Revised:

Adopted: 11/22/16

### **Cross Reference:**

Policy 104 – School District Mission Statement

## PROCEDURE 101 RACIAL EQUITY IN EDUCATIONAL ACHIEVEMENT

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### I. DEFINITIONS

For the purposes of this policy, the following terms have the meaning given to them in this section;

- A. Culturally competent means skilled in ways to teach and serve a racially and ethnically diverse student population and serve racially and ethnically diverse families and communities.
- B. Culturally relevant means programs and materials that use a student's cultural references in order to empower the student intellectually, socially, emotionally, and politically.
- C. Culturally responsive means learning from and relating respectfully with people from one's own and other cultures.
- D. Educational Equity or equity is the removal of barriers that can disproportionately affect a student because of the student's characteristics such as race, culture, class, language, ethnicity, ability or other difference so that each student can benefit equally.
- E. Equity-focused training is professional development to enable staff members to develop personal, professional and organizational skills and knowledge to address inequities leading to racially predictable disparities.
- F. Racially predictable disparities are those differences in measurable student outcomes such as test scores, graduation rates, identification for special education, and discipline between groups of students that are predictable based on the students' race, culture, class, language, ethnicity, or ability.

### II. SCHOOL BOARD ACTION

- A. The school board will examine and assess policies to ensure that the policies are consistent with equitable student achievement.
- B. The school board will provide and allocate resources for educational equity.

### III. SCHOOL DISTRICT ADMINISTRATION RESPONSIBILITY

- A. School district leaders will make recommendations for allocation of resources and priority results consistent with educational equity.
- B. ~~School district hiring managers will hire the best employees of all racial and ethnic backgrounds who will bring their unique talents and skills into the school system.~~ Hiring managers will provide opportunities for employee training and professional development.
- C. Each school district employee will be provided with the opportunity to improve his or her culturally responsive practices.
- D. School district employees will be provided with training and support to engage students in positive ways that demonstrate understanding and appreciation of each student's race, culture, class, language, ethnicity, ability and other differences. School district employees will make use of positive behavior intervention strategies, restorative justice practices and other culturally responsive methods.

IV. STUDENT MATERIALS, ASSESSMENTS AND EVALUATIONS

- A. Instructional staff and leaders will examine student materials and assessments to identify and eliminate practices that result in predictably low academic performance for any student group.
- B. Instructional staff and leaders will identify and adopt student materials, instructional practices and assessments that are designed to eliminate racially predictable disparities.
- C. Instructional staff and leaders will evaluate student programs and services using culturally relevant practices and tools, and employ assessments designed to eliminate racially predictable and disproportionate identification of students as eligible for special education programs.

Revised:

~~Procedure 101~~ Adopted: 11/22/16

~~School Board~~

~~INDEPENDENT SCHOOL DISTRICT 279~~

~~Maple Grove, Minnesota~~

**Cross Reference:**

Policy 104 – School District Mission Statement

## **POLICY 102 – EQUAL OPPORTUNITY AND PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND VIOLENCE AND RETALIATION**

### I. PURPOSE

The purpose of this policy is to establish and maintain a learning and working environment that ~~affords for~~provides equal educational and employment opportunities and that is free from ~~discrimination, –harassment, o r violence or –discrimination~~ based on actual or perceived race, color, creed, religion, national origin, citizenship/immigration status, sex/gender (including pregnancy), marital status, disability, genetic information, status with regard to public assistance, sexual orientation, gender identity and gender expression, age, familial status, family care leave status or veteran status. It is also to establish that retaliation against individuals who report violations of this policy or participation in investigations related to this policy is prohibited.

### II. GENERAL STATEMENT OF POLICY

- A. Equal Opportunity: The policy of the school district is to provide equal educational opportunity for all students seeking to enroll or enrolled in the school district programs/schools and to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of a person's protected status which includes the following: race, color, creed, religion, national origin, citizenship/immigration status, sex (including pregnancy), marital status, disability, genetic information, status with regard to public assistance, sexual orientation, gender identity and gender expression, age, familial status, family care leave status or veteran status~~race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled persons.~~
- B. Prohibition Against Discrimination, or Harassment, Violence and/or Retaliation: ~~It will be a violation of this policy for any student or school district employee to engage in any of the following conduct:~~A violation of this policy occurs when, following a thorough and impartial investigation, a student, employee or third party is found to have engaged in conduct that discriminations against, harasses, subjects another to violence or retaliations against an individual based on that person's actual or perceived status or in the instance of retaliation based on the individual's participation in an investigation. Prohibited conduct includes but is not limited to:
1. Harass~~ing~~ another student or school district employee on the basis of a person's actual or perceived protected legal status;
  2. Inflict~~ing~~, threaten~~ing~~ to inflict or attempt~~ing~~ to inflict violence against another student or school district employee on the basis of a person's protected legal status;
  3. Discriminat~~ing~~ against a student or school district employee based on that student's or employee's actual or perceived protected class status.
  4. Engaging in sexual harassment as defined under Procedure 102B.
  5. To the extent consistent with state and federal law, this policy also applies to off-duty or off campus conduct that causes or threatens to cause a substantial and material adverse impact on the work or learning environment or interferes with the rights of employees or students to be free from a hostile environment taking into consideration the totality of the circumstances.
  - 3-6. Retaliating against a student or school district employee based on that individual's report of a potential violation of this policy or participation in an investigation under this policy.
- C. It ~~will be~~is a violation of this policy for any student, district employee or independent contractor to engage in malicious and sadistic conduct ~~involving which includes~~ race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A against any student, district employee or independent contractor.

1. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- D. This policy applies to all of the academic and nonacademic (e.g. athletic, extracurricular, community education) programs of the school district and will be enforced before, during, or after school hours on all school district property, including the school bus, school functions, or events held at other locations. To the extent consistent with state and federal law, this policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus.
- E. The school district will investigate all complaints of harassment, violence or discrimination whether formal or informal, verbal or written based on a student's or district employee's actual or perceived protected class status.
- F. The school district's investigation procedures will incorporate appropriate due process standards and include, at a minimum, the following:
  1. notice to students, employees, and others of the process for filing a complaint under this policy, including who to contact (title and method of communication) and how to initiate a complaint;
  2. a requirement that all complaints will be promptly, thoroughly, and impartially investigated and decided within reasonable, designated time frames at each stage of the complaint process;
  3. to the extent consistent with state and federal laws, provisions for maintaining the confidentiality of the person who files a complaint;
  4. written or oral notice to the complainant of the disposition of the complaint at each stage of the process;
  5. a fair and equitable appeal process;
  6. a notice that retaliation against a person who files a complaint of discrimination, harassment or violence under this policy, or people who participate in related proceedings, is prohibited;
  7. an assurance that if discrimination, harassment or violence has occurred in violation of this policy, appropriate corrective and remedial actions will be taken; and
  8. a provision that notifies individuals that they may file complaints with other appropriate state and federal agencies.

G. Retaliation against any individual who reports discrimination, harassment or violence or who participates in an investigation is strictly prohibited. Retaliation includes any adverse action that would discourage a reasonable person from making a report or participating in a process. Examples include but are not limited to intimidation threats, coercion, changes in academic or work assignments, exclusion or other forms of adverse treatment.

G.H. This policy and applicable procedures only apply to allegations of discrimination, harassment and violence based upon a person's protected legal status under section II.A which include ~~actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status.~~

### III. VIOLATION OF POLICY

The school district will discipline or take appropriate action against any student, ~~or~~ school district employee or third party who is found to have violated this policy. Appropriate administrative and staff follow-up will be provided for targets and offenders of harassment, violence and discrimination.

### IV. TRAINING AND EDUCATION

The school district will implement discrimination/harassment/violence prevention and character development education programs to prevent and reduce policy violations.

This policy must be conspicuously posted throughout each school building, distributed to each employee and independent contractor at the time of hiring or contracting, and a process for communicating this policy with students, employees and independent contractors.

**Revised:**

Revised: 11/21/2023

Revised: 11/16/2021

Revised: 4/17/2018

Revised: 1/24/12

Revised: 10/16/01

Policy 413 Adopted: 2/2/99 (formerly Policy 4153 & 4253)

Revised: 2/1/94

Revised: 4/3/90

Adopted: 8/20/85

**Cross Reference:**

Policy 414 – Mandated Reporting of Child Neglect or Physical or Sexual Abuse

Policy 506 – Student Discipline

**Legal Reference:**

M.S. 121A.0312

M.S. 121A.03, subd. 2

M.S. 363A

M.S. 609.341-609.345

M.S. 609.321-609.324

M.S. 617.246

M.S. 626.556

**Osseo Area Schools**  
**HARASSMENT AND VIOLENCE REPORT FORM**

General Statement of Policy Prohibiting Harassment and Violence

Osseo Area Schools maintains a firm policy prohibiting all forms of discrimination. This policy strictly prohibits harassment or violence against students or employees or groups of students or employees on the basis of race, color, creed, religion, national origin, citizenship/immigration status, sex (including pregnancy), marital status, disability, genetic information, status with regard to public assistance, sexual orientation, gender identity and gender expression, age, familial status, family care leave status or veteran status(Protected Class). All persons are to be treated with respect and dignity. Harassment or violence on the basis of Protected Class by any pupil, teacher, administrator, or other school personnel, that create an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

**Complainant**\_\_\_\_\_

**Home/Cell Phone**\_\_\_\_\_

Date of Alleged Incident(s)\_\_\_\_\_

Basis of Alleged Harassment/Violence - circle as appropriate: race, color, creed, religion, national origin, citizenship/immigration status, sex (including pregnancy), marital status, disability, genetic information, status with regard to public assistance, sexual orientation, gender identity and gender expression, age, familial status, family care leave status or veteran status

Name of person you believe harassed or was violent toward you or another person or group.  
\_\_\_\_\_

If the alleged harassment or violence was toward another person or group, identify that person or group.  
\_\_\_\_\_  
\_\_\_\_\_

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Where and when did the incident(s) occur? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List any witnesses who were present \_\_\_\_\_

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This complaint is filed based on my honest belief that \_\_\_\_\_ has harassed or has been violent to me or to another person or group. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

\_\_\_\_\_  
**Complainant Signature**

\_\_\_\_\_  
**Date**

**Received by** \_\_\_\_\_

\_\_\_\_\_  
**Date**

## **PROCEDURE 102A - PROHIBITION AGAINST PROTECTED STATUS DISCRIMINATION, HARASSMENT AND VIOLENCE AND RETALIATION**

### I. SCOPE AND PURPOSE

This procedure addresses all forms of discrimination, harassment and violence based upon a person's protected status. ~~except for reports of sexual harassment and violence. Claims of sexual harassment and violence will be processed, investigated, and addressed in compliance with Title IX of Education Amendments Act of 1972 and Procedure 413-B Prohibition Against Sexual Harassment and Violence under Title IX of Education Amendments Act of 1972.~~

### II. DEFINITIONS

- A. **District employee:** For purposes of the policy/procedures, district employee includes school board members, school district employees, third parties such as agents, volunteers, contractors/vendors, or persons subject to the supervision and control of the district.
- B. **Discriminate:** The term "discriminate" means to treat a person in a disparate manner because of that person's race, color, creed, religion, national origin, citizenship/immigration status, sex (including pregnancy), marital status, disability, genetic information, status with regard to public assistance, sexual orientation, gender identity and gender expression, age, familial status, family care leave status or veteran status~~race, color, creed, religion, national origin, sex/gender, age, marital status, familial status, disability, status with regard to public assistance, sexual orientation (including gender identity or expression), age, family care leave status or veteran/military status.~~ Discrimination may implicate more than one protected class such as an individual may be targeted based on sex and disability.
- C. **Harassment:** Harassment is unwelcome conduct that is based on race, color, creed, religion, national origin, citizenship/immigration status, sex (including pregnancy), marital status, disability, genetic information, status with regard to public assistance, sexual orientation, gender identity and gender expression, age, familial status, family care leave status or veteran status~~race, color, creed, religion, national origin, sex/gender, age, marital status, familial status, disability, status with regard to public assistance, sexual orientation (including gender identity or expression), age, family care leave status or veteran/military status.~~ A single incident of harassment may implicate more than one protected class. For example, an individual student may be targeted because of his race and sexual orientation.
1. Harassing conduct may take many forms, including but not limited to verbal acts and name-calling, as well as nonverbal behavior that is physically threatening, harmful, or humiliating. Harassment includes the use of derogatory language, intimidation, and threats; unwanted physical contact or physical violence; and the use of derogatory language and images in social media, graffiti, pictures or drawings, notes, e-mails, electronic postings and/or phone or text messages related to a person's membership in a protected class. Harassment includes behavior that may not be directed at a particular person, but may instead consist of harassing conduct (e.g. physical, verbal, graphic, or written) that creates a hostile environment for students or employees.
  2. Conduct is unwelcome if the student or employee did not request or invite it and considered the conduct to be undesirable or offensive. Submission or failure to complain does not mean that the conduct was welcome; the circumstances must be examined.
  3. With respect to students, ~~respect to students,~~ a "hostile environment" exists when harassment is sufficiently severe, persistent, or pervasive to interfere with or limit one or more students' abilities to participate in or benefit from the education program.
  4. With respect to district employees, a "hostile environment" exists when harassment is sufficiently severe or pervasive so as to alter the conditions of the target's employment and create an abusive working environment.
  5. ~~"Gender based harassment" means non-sexual harassment of a person because of the person's sex, including harassment based on gender identity and expression. Gender based harassment includes, but is not limited to, harassment based on the person's nonconformity with gender stereotypes, regardless of the actual or perceived sex, gender identity or sexual orientation of the harasser or target of the harassment.~~

~~6. "Gender stereotypes" refers to stereotypical notions of masculinity and femininity.~~

~~D. Sexual Orientation based Harassment:~~

~~1. "Sexual orientation based harassment" means non sexual harassment of a person because of the person's actual or perceived sexual orientation or association with or advocacy for a person or group (e.g., family members or friends) who are lesbian, gay, bisexual or transgender ("LGBT").~~

~~1. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness.~~

~~D. Sexual Harassment~~

~~1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when submission to that conduct or communication is made a term or condition either explicitly or implicitly of obtaining employment or an education; or submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education or creating an intimidating, hostile or offensive employment educational environment.~~

~~2. Sexual harassment may include but is not limited to: unwelcome verbal harassment or abuse, unwelcome pressure for sexual activity; unwelcome sexually motivated or inappropriate patting, pinching or physical contact other than necessary restraint of student(s) by teachers, administrators or other school district personnel to avoid physical harm to persons or property; unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt promises or preferential treatment with regard to an individual's employment or educational status; or unwelcome behavior or words directed at an individual because of sexual orientation including gender identity or expression.~~

~~E. Racial, Color, Creed or National Origin Harassment:~~

~~1. Racial, color, creed or national origin harassment consists of physical or verbal conduct based on an individual's perceived or actual race, color, creed or national origin.~~

~~1. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.~~

~~F. Religious Harassment: Religious harassment consists of physical or verbal conduct based on an individual's perceived or actual religious beliefs.~~

~~G. Disability Harassment:~~

~~1. Disability harassment consists of physical or verbal conduct based on an individual's perceived or actual disability.~~

~~1. A person with a disability is any person who:~~

~~a. has a physical or mental impairment which substantially limits one or more major life activities;~~

~~a. has a record of such an impairment; or~~

~~is regarded as having such impairment. This includes students who are protected by Title II of the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act.~~

~~1. Disability harassment also may deny a student with a disability a free and appropriate public education (FAPE). Harassment of a student based on disability may decrease the student's ability to benefit from his or her education and amount to a denial of FAPE.~~

- ~~H. Other Protected Class Harassment: Harassment of other protected classes (under state or federal law) of physical or verbal conduct based on an individual's perceived or actual protected class status.~~
- ~~I. Racial, Color, Creed or National Origin Violence: Racial violence is a physical act of aggression or force, an assault, or the threat thereof, that is directed toward a student or employee based on their perceived or actual race, color, creed, or national origin.~~
- ~~J. Religious Violence: Religious violence is a physical act of aggression or force, an assault, or the threat thereof, that is directed toward a student or employee based on their perceived or actual religion.~~
- ~~K. Disability Violence: Disability violence is a physical act of aggression or force, an assault, or the threat thereof, that is directed toward a student or employee based on a perceived or actual disability.~~
- ~~L. Other Protected Class Violence: Other Protected Class violence is a physical act of aggression or assault on another based on their actual or perceived protected class status.~~
- M.E. Malicious and sadistic conduct is conduct that creates a hostile learning environment by acting with intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- F. Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of or in a manner reasonably related to an individual's protected class.
- G. Sexual violence may include but is not limited to touching, patting, grabbing or pinching another person's intimate parts; coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts; coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse on another.
- N.H. Assault is:
1. an act done with intent to cause fear in another of immediate bodily harm or death;
  2. the intentional infliction of or attempt to inflict bodily harm on another; or
  3. the threat to do bodily harm to another with present ability to carry out the threat.

### III. NOTICE AND PUBLICATION OF REPORTING PROCEDURES

The school district will post complaint procedures regarding protected status discrimination, harassment and violence reports in its buildings, on its website and in employee and student handbooks. It will be distributed to each employee and independent contractor at the time of hiring or contracting, and a process for communicating this policy with students, employees and independent contractors.

### IV. REPORTING PROCEDURES FOR INCIDENTS OF HARASSMENT, VIOLENCE AND/OR DISCRIMINATION AGAINST DISTRICT EMPLOYEES

#### A. Reporting Complaints

1. Any school district employee who believes he or she has experienced harassment, violence or discrimination ~~on the basis of his or her actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status under Policy 102~~, or any person with knowledge of or belief of conduct which may constitute harassment, violence, or discrimination, should report this information immediately, or as soon as possible, to an appropriate district official designated by these procedures.
2. Although the school district encourages the alleged target or other reporting party to use a district formal reporting form, use of the formal reporting form is not required. Oral reports shall be considered complaints as well. The form will be available from the principal of each building, the district office, and on the district's website. Upon request for qualified persons with a disability, alternative means of filing a complaint, such as through a personal interview or by tape recording, will be made available.
3. The reports may be made to any of the following: the employee's supervisor or supervisor of the supervisor, site principal or leader, department leader or Human Resources Department employee.

~~3.4.~~ The district designates the Executive Director of Human Resources as the school district human rights officer to receive employee reports or complaints of harassment, violence and discrimination. ~~\_at\_:~~

~~Mailing address:  
11200 93<sup>rd</sup> Avenue North  
Maple Grove, MN 55369~~

If the complaint involves the Human Rights Officer, the complaint shall be filed directly with the Superintendent. ~~\_at\_:~~

~~Mailing address:  
11200 93<sup>rd</sup> Avenue North  
Maple Grove, MN 55369~~

If the complaint involves the Superintendent, the complaint shall be filed directly with the School Board. ~~\_at\_:~~

~~Mailing address:  
11200 93<sup>rd</sup> Avenue North  
Maple Grove, MN 55369~~

If the complaint involves a School Board Member, the complaint shall be filed directly with the School Board Chair. ~~\_at\_:~~

~~Mailing address:  
11200 93<sup>rd</sup> Avenue North  
Maple Grove, MN 55369~~

If the complaint involves the School Board Chair, the complaint shall be filed directly with the School Board Vice Chair. ~~\_at\_:~~

~~All complaints may be titled to the person as indicated with the following m~~Mailing address:  
11200 93<sup>rd</sup> Avenue North  
Maple Grove, MN 55369

~~4.5.~~ ~~In each school building the school principal is the person responsible for receiving oral or written reports of alleged harassment, violence or discrimination at the school level. Supervisors of itinerant staff or other employees not supervised by a building principal will also be responsible for receiving oral or written reports of alleged harassment, violence or discrimination.~~ Any school district employee who receives a report shall inform their supervisor or their building principal or site leader immediately. If the supervisor or principal or site leader is not available on the date of the report, then the employee must forward the oral or written report/complaint directly to the human rights officer. If the complaint involves the supervisor or principal or site leader, the employee will provide his or her report directly to the school district human rights officer. Upon receipt of a report, the supervisor or principal must notify the school district human rights officer immediately, without screening or investigating the credibility of the report. The supervisor or principal or site leader may request, but may not insist on, a formal written complaint. If the report is verbal, the supervisor or principal or site leader shall prepare and provide to the human rights officer a written statement of the facts alleged within 24 business hours of receiving the report. Failure to forward a complaint under these procedures may result in disciplinary action against the responsible party.

~~5.6.~~ Nothing in these procedures shall prevent a school district employee from reporting alleged harassment, violence, or discrimination directly to the school district human rights officer or to the superintendent.

- ~~6. The complaint (verbal or written) should be reported immediately, or as soon after the incident as possible; delays between the date of the alleged incident and the reporting date may make investigations more difficult.~~
7. The willful filing of a false report will be considered to be a violation of school district policy and may result in disciplinary action.
  8. Although confidentiality cannot be assured, the school district will respect the privacy of the alleged target, the reporter (if someone other than the alleged target), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, to take appropriate action, and to conform with any discovery or disclosure obligations.
- B. Investigation – District Employees
1. The human rights officer or designee, upon receipt of a report or complaint, will promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a neutral third party designated by the school district.
  2. The investigation will be completed within thirty (30) calendar days from receipt of the complaint, unless impracticable.
  3. The investigation may, as appropriate, consist of personal interviews with the alleged target, the reporter (if someone other than the alleged target), the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods (e.g. review of documents and electronic media) deemed pertinent by the investigator.
  4. In determining whether alleged conduct constitutes a violation of the policy/procedures the school district will consider the facts and surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of the policy/procedures requires a determination based on all the facts and surrounding circumstances.
  5. The school district, at its discretion, may take immediate steps, based on the severity of the allegations, to protect the parties involved in the complaint process pending completion of an investigation.
  - 5-6. Individuals involved in the investigation will be provided updates on the status of the investigation.
- C. School District Action – District Employees
1. Upon completion of the investigation, the school district or neutral third party designated investigator will make a written report to the human rights officer. If the complaint involves the human rights officer, the report must be filed directly with the superintendent. If the complaint involves the superintendent, the report must be filed directly with the school board. The report will include the facts, a determination of whether the allegations have been substantiated/not substantiated or are inconclusive ~~and whether a violation of the policy/procedure has occurred.~~
  2. The human rights officer or designee will determine if district policies, procedures, rules or guidelines are violated based on the evidence.
  - 2-3. Upon completion of the investigation, the human rights officer will ~~inform~~ provide a closure letter to the ~~alleged target~~respondent which will include notice of the district's prohibition against retaliation, relevant resources and of his or her right to review relevant portions of the written report at the school building where the target is employed or enrolled, in accordance with state and federal law regarding data or records privacy and a contact to call with questions. The complainant and witnesses will also be provided with closure letters which will include notice of their rights not to be retaliated against, resources and a contact to call with questions.
  - 3-4. In the event a complaint is substantiated, the school district will take appropriate and effective action depending on the circumstances. Such action may include, but is not limited to, training, counseling, warning, suspension, transfer, remediation, or termination. School district action taken for violation of these procedures and related policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

## V. REPORTING PROCEDURES FOR INCIDENTS OF HARASSMENT, DISCRIMINATION AND VIOLENCE AGAINST STUDENTS.

### A. Reporting a Complaint

1. Any student who believes she/he has experienced harassment, violence or discrimination on the basis of his or her actual or perceived race, color, creed, religion, national origin, citizenship/immigration status, sex (including pregnancy), marital status, disability, genetic information, status with regard to public assistance, sexual orientation, gender identity and gender expression, age, familial status, family care leave status or veteran status~~race, color, creed, religion, national origin, sex/gender, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status~~ should report the alleged acts immediately, or as soon as possible to their building principal or a staff member in their school. Students may also report through the district's online STOPIT application.
2. Any District employee who observes an act or receives a report of alleged harassment, violence or discrimination toward a student shall intervene to attempt to stop the act and shall report it to the building principal or principal's designee in their school immediately, or as soon as possible.
- ~~3. The complaint (verbal or written) should be reported immediately, or as soon after the incident as possible; delays between the date of the alleged incident and the reporting date may make investigations more difficult.~~
- ~~4.3.~~ The district designates the building principal and/or their designee to monitor and receive student reports or complaints of alleged harassment, violence and discrimination against students.
- ~~5.4.~~ If the complaint involves a principal, the complaint should be filed directly with the Assistant Superintendent that supervises the Principal. If a complaint involves the Assistant Superintendent, the complaint shall be filed directly with the Superintendent. If the complaint involves the Superintendent, the complaint shall be filed directly with the School Board.
- ~~6.5.~~ If the complaint involves a School Board member, the complaint shall be filed directly with the School Board Chair. If the complaint involves the school board chair, the complaint shall be filed directly with the School Board Vice Chair.
- ~~7.6.~~ Although the school district encourages the reporting student to use the report form set forth in this submit a written complaint, use of formal reporting forms it is not required. Oral reports shall be considered complaints as well. ~~The A~~ form will be available in the counseling and administrative office of each school, the district office, and on the district's website.
- ~~8.7.~~ Alternative, accessible means of filing a complaint, such as through a personal interview or by tape recording, will be made available. ~~for individuals with disabilities.~~

### B. Investigation – Students

1. Upon receipt of a report or complaint, the district shall promptly undertake or authorize an investigation. The investigation will be completed within thirty (30) days from receipt of the complaint, unless impracticable.
2. The investigation may, as appropriate, consist of personal interviews with the alleged target, the reporter (if someone other than the alleged target), the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
3. In determining whether alleged conduct constitutes a violation of the policy/procedures, the school district will consider the age and level of understanding of the student(s) involved, the facts and surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of these policy and procedures ~~and the Policy 413~~ requires a determination based on all the facts and surrounding circumstances.
4. The school district and building administration may, at its discretion, take immediate steps, based on the severity of the allegations, to protect the parties involved in the complaint process pending completion of an investigation.

5. The intentional filing of a false report will be considered to be a violation of the student discipline policy and may result in disciplinary action.
- C. School District Action – Students
1. The investigator shall document his or her findings within five school days of concluding the investigation.
  2. Upon conclusion of the investigation and receipt of the findings, and if harassment is found to have occurred, the school district will take appropriate and effective action with respect to the target and the offender, and document the action taken. If the investigator determined that a violation of the policy/procedures has occurred, such appropriate action may include, but is not limited to, an education component, alternative dispute resolution, training, counseling, warning, class transfer, suspension, expulsion, or transfer. ~~Only if both the target and the alleged offender voluntarily agree, to attempt to mediation or restorative practices will be considered. the complaint using the school's formal mediation process, this will be encouraged.~~
- D. Timelines and Notification to Parents / Guardians
1. The parent(s)/guardian(s) of the target and the alleged offenders of harassment, violence or discrimination should be notified of the report before the close of the current school day, but not later than two school days of the report being filed, unless otherwise directed by law enforcement or required by law, or if in the professional judgment of the District notification is not warranted. The parents/guardians of both the target and the alleged offender(s) shall be notified if there is a physical assault, unless otherwise directed by law enforcement or required by law.
  2. Following the investigation, the person handling the complaint or a representative of the District will communicate with the target regarding the outcome of the investigation.
    - a. This communication will include the parent(s)/guardian(s) of the student at the parent's/guardian's request if the student is under age 18, or at the student's request if over 18.
    - b. If the investigation has not been completed within ten school days, a ~~verbal summary of the progress of the investigation status update~~ will be given to ~~the target at that time~~ those involved in the investigation.
    - c. The privacy and data privacy rights of all persons involved must be respected in accordance with current state and federal laws.
- E. Persons Responsible for Investigation and Reporting Procedures
1. When a report is made or referred to the building principal, that person or their designee is responsible for carrying out and documenting this reporting procedure.
  2. When a report is made or referred to the Assistant Superintendent, that person or their designee, is responsible for carrying out and documenting this reporting procedure.
  3. When a report is made to the Superintendent, that person or their designee is responsible for carrying out and documenting this reporting procedure.
  4. Incidents that include violence as defined in this procedure should also be referred to the police liaison officer serving the building for a possible separate criminal investigation.
  5. When the report involves alleged harassment, violence or discrimination by a district employee or employee of an agency contracted by the District against a student, the investigation will be performed by the District Human Rights Office or their designee.
- F. Harassment or Violence Abuse
1. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes section 626.556 may be applicable.
  2. Nothing in these procedures will prevent or prohibit the district from taking immediate action to protect victims of alleged harassment, violence or abuse.

VI. NO ~~REPRISAL~~ RETALIATION

Retaliation against any individual who reports discrimination, harassment, or violence, or who participates in an investigation, proceeding, or hearing, is strictly prohibited. The school district will take appropriate disciplinary action against any student, employee, or other individual who engages in retaliation. Retaliation includes any adverse action that might discourage a reasonable person from

~~making a report or participating in a process. Examples include, but are not limited to, intimidation, threats, coercion, harassment, exclusion, or changes in academic or work assignments. Individuals who make a good faith report or participate in an investigation are protected from retaliation, regardless of the outcome of the complaint. There will be no retaliation against any target or reporter of the alleged harassment, violence or discrimination under the policy/procedures, nor against any person who participates in an investigation. The school district will take appropriate action against any student, teacher, administrator or other district employee who retaliates against any person who makes a good faith report, who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to the report. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.~~

## VII. APPEAL

If the report or grievance has not been resolved to the satisfaction of the alleged target of harassment, violence or discrimination, they may appeal.

- A. Appeals of Alleged Prohibited Acts by Employee: If the alleged target of harassment, violence or discrimination believes that they are aggrieved by the actions taken by the school district ~~in Section III.C. of these procedures~~, they may appeal to the district's general counsel.
- B. Appeals of Alleged Prohibited Acts by Student: If the alleged target of harassment, violence or discrimination believes that they are aggrieved by the actions by the school district ~~in Section IV.C. of these procedures~~, they may appeal to the Assistant Superintendent that supervises their school, site or program.

Appeals must be made in writing within ten (10) business days of receipt of ~~written findings notification of the closure of the investigation under Sections III. C. or IV.C.~~ The person designated to hear the appeal will conduct a review and issue a decision within ten (10) business days of receiving notice of the appeal. The decision issued under this section is final.

## VII. CONFLICT OF INTEREST

If there is a conflict of interest with respect to any party affected by the policy, appropriate accommodations will be made, such as, but not limited to, appointing or contracting with a neutral third-party investigator to conduct the investigation, or recusing from the process the person for whom a conflict or potential conflict of interest exists.

## VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the agencies identified below, or initiating an action in state or federal court.

Minnesota Department of Human Rights  
Freeman Building  
625 Robert Street North  
St. Paul, MN 55155  
Toll free: 800.657.3704  
TTY: 651.296.1283  
Fax: 651.296.9042  
[www.humanrights.state.mn.us](http://www.humanrights.state.mn.us)

U.S. Department of Education Office for  
Civil Rights, Region V500  
W. Madison Street-Suite 1475  
Chicago, IL 60661  
Tel: 312.730.1560 TDD: 312.730.1609

## IX. DISSEMINATION OF THE POLICY

- A. Each school will ensure that the policy and procedures are discussed at the start of each school year with all staff and with each student in a manner appropriate to his/her age and level of understanding and the principal or a designee will document the date it was discussed in each classroom.
- B. These procedures, including possible consequences for a violation, will be in the employee handbook and student handbook of every school.

### Revised:

Revised: 11/21/23

Revised: 11/16/21

Revised: 4/17/18 (Procedures 413 & 548 combined)  
Revised: 9/27/16  
Revised: 9/10/13  
Revised: 1/25/12  
Revised: 5/17/10  
Revised: 10/16/01  
Revised: 2/2/99 (formerly Procedure 4153 & 4253)  
Revised: 2/1/94  
Revised: 4/3/90  
Adopted: 8/20/85

**Cross References:**

Policy 414 – Mandated Reporting of Child Neglect or Physical or Sexual Abuse

Policy 506 – Student Discipline

~~Policy 548 – Harassment and Violence~~

**Legal References:**

M.S. 121A.0312

M.S. 121A.03, Subd. 2

M.S. 363A

M.S. 609.341-609.345

M.S. 609.321-609.324

M.S. 617.246

M.S. 626.556

**PROCEDURE 102B--~~TITLE IX SEX NONDISCRIMINATION~~ GRIEVANCE PROCEDURES  
FOR ~~SEXUAL HARASSMENT CLAIMS~~ AND PROCESS**

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I. SCOPE AND PURPOSE

This procedure addresses sexual harassment that occurs within the school district's education programs and activities and that involves alleged misconduct of a school district employee, student, or other school official or agent. This procedure does not apply to sexual harassment that occurs off-school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This procedure does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.

II. DESIGNATION OF TITLE IX COORDINATOR

The school district designates the ~~Assistant Superintendent of Equity and Achievement as its Title IX Coordinator~~Executive Director of Human Resources. The Title IX Coordinator or their designee is responsible for acting as the primary contact for the parties involved in a complaint of sexual harassment. The Title IX Coordinator or their designee is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator and their designee must be free from conflicts of interest and bias when administering the grievance process. Any student, parent, guardian or employee having questions regarding the application of Title IX and its regulations and/or this policy and grievance process may discuss them with the Title IX Coordinator or their designee. The Title IX Coordinator's contact information is as follows:

~~Assistant Superintendent of Equity and Achievement~~Executive Director of Human Resources  
11200 93rd Ave. N  
Maple Grove, MN 55369  
(763) 391-7000

III. DEFINITIONS

A. "Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A school employee conditioning the provision of an aid, benefit, or service of school on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking, as those terms are defined herein.
  - a. "Sexual assault" means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.
  - b. "Dating Violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. Whether such a relationship exists depends on the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
  - c. "Domestic Violence" means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim

under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

- d. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others; or suffer substantial emotional distress.
- B. "Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- C. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- D. "Party" or "Parties" refers to both the complainant or respondent.
- E. "Education program or activity" includes locations, events, or circumstances over which the School District exercised substantial control over both the respondent and the context in which the sexual harassment occurs.
- F. "Investigator" means a person who investigates a ~~formal~~ complaint. The investigator of a ~~formal~~ complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
- G. "Decision-maker" means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker. If the respondent is an employee of the school district the Director of Human Resources or their designee will serve as the decision maker. If the respondent is a student enrolled in a secondary school within the school district, the school district's Assistant Superintendent for Secondary Schools or their designee will serve as the decision maker. If the respondent is a student enrolled in an elementary school within the school district, the school district's Assistant Superintendent for Elementary Schools or their designee will serve as the decision maker.
- H. "Appellate Decision-maker" means a person who considers and decides appeals of determinations regarding responsibility and dismissals of ~~formal~~ complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker is the school district's General Counsel or their designee.
- I. "Supportive measures" means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.

#### IV. ASSURANCES OF NEUTRALITY AND ADEQUATE TRAINING

- A. A Respondent is presumed to not be responsible for the alleged conduct until a determination regarding responsibility has been made.
- B. The Title IX Coordinator, Investigator(s), and Decision-Maker(s) will receive training regarding the definition of sexual harassment in this process, how to serve impartially, how to avoid prejudgment of the facts at issue, bias based on sex, bias in favor of complainants or respondents in general, and bias or conflicts of interest with respect to any particular student(s).
- C. The Title IX Coordinator shall receive training regarding the requirements of a ~~formal~~ complaint, the required contents of the notice of allegations, and the steps of the grievance process.

D The Investigator(s) and Decision-Maker(s) will be trained on what constitutes relevant evidence, for purposes of the investigation report and/or advisor questioning of the other party.

V. ADVISORS

Complainants and respondents are permitted to have an advisor of their choice present at all proceedings that require the complainant or respondent's attendance during the investigation. An advisor may be, but is not required to be, an attorney. Advisors will be required to agree to non-disclosure of information/data regarding the grievance process, to ensure the data privacy rights of the parties and any witnesses.

VI. INITIAL RESPONSE TO ~~FORMAL~~ COMPLAINTS

A. **Formal Complaint.** The term "~~formal~~ complaint" means a document, either electronic or in hard copy, filed by a complainant or signed by the Title IX Coordinator or an oral complaint to district staff or the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the School District investigate the allegation of sexual harassment. The complainant must be participating or attempting to participate in a School District education program or activity at the time the ~~formal~~ complaint is filed.

B. **Initial Contact with Complainant.** The Title IX Coordinator must promptly contact the complainant (i.e., the individual alleged to be the victim of sexual harassment, who may or may not be the person who reported the sexual harassment) to:

1. Discuss the availability of supportive measures;
2. Consider the complainant's wishes with respect to supportive measures;
3. Inform the complainant of the availability of supportive measures with or without filing a ~~formal~~ complaint;
4. If ~~formal~~ complaint has not been completed, explain to the complainant the process for filing a ~~formal~~ complaint;
5. If appropriate, determine suitable supportive measures and coordinate with appropriate administrators to provide supportive measures to the complainant during the pendency of the investigation;
6. Document any supportive measures provided and maintain privacy of supportive measure as required by Title IX and the Minnesota Government Data Practices Act.

C. **Dismissal of Complaint**

1. After receipt of ~~formal~~ complaint, the Title IX Coordinator will determine whether the ~~formal~~ complaint is not covered under Title IX and these procedures. A ~~formal~~ complaint must be immediately dismissed if:
  - a) The conduct alleged in the ~~formal~~ complaint, even if proven, does not meet the definition of sexual harassment set by these procedures;
  - b) The conduct alleged in the formal complaint did not occur in the School District's education program or activity; or
  - c) The conduct alleged did not occur against a person in the United States.
2. The ~~formal~~ complaint may also be dismissed if:
  - a) The complainant notifies the Title IX Coordinator, in writing, that they would like to withdraw the complaint;
  - b) The respondent is no longer enrolled at or employed by the school; or
  - c) Specific circumstances prevent the School District from gathering evidence sufficient to reach a determination as to the complaint.
3. If it is determined that the ~~formal~~ complaint will be dismissed under this paragraph, the parties shall be notified, in writing, of dismissal and the reason(s) for the dismissal. Dismissal of a ~~formal~~ complaint does not preclude the imposition of discipline arising out of the same conduct for any other violations of the student code or the School District's policies.

- D. **Notice to the Parties.** If the complaint is not dismissed under Section C above, within 5 business days of receipt of the ~~formal~~ complaint, the Title IX Coordinator will provide both parties with a written notice informing the parties about who will investigate the ~~formal~~ complaint and notice regarding the following information:
1. Notice of this grievance process, including any informal resolution process;
  2. Notice of the allegations, including sufficient details to the extent they are known at the time. The phrase "sufficient details" includes, but is not limited to, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident. To the extent that any of these details are not known at the time the ~~formal~~ complaint is filed, the Title IX Coordinator must provide a supplemental notice when it learns of new or additional information;
  3. A statement that the respondent is presumed not responsible and that a determination regarding responsibility will be made at the conclusion of the grievance process;
  4. Notice that the parties may have an advisor of their choice, subject to the requirements of Section IV of this Process; and
  5. Notice informing the parties of any provision of the School District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

#### VII. EMERGENCY REMOVALS AND INTERIM SUPPORTIVE MEASURES

- A. Generally, consistent with the School District's presumption of non-responsibility until the investigation has been completed and a determination of responsibility has been made, the School District will not suspend, expel or exclude a respondent while an investigation is pending under the grievance process.
- B. Notwithstanding Paragraph A of this Section, if, after undertaking an individualized safety and risk analysis, the School District determines that the respondent poses an immediate threat arising from the allegations of sexual harassment to the physical health or safety of any student or other individual, including the respondent themselves, the respondent may be removed from a school building on an emergency basis in a manner consistent with the Pupil Fair Dismissal Act or applicable contract rights.
- C. A respondent who is removed on an emergency basis must be notified of the School District's decision and provided with an opportunity to challenge the decision immediately following removal. The respondent shall bear the burden of proving that the removal decision was incorrect.
- D. Nothing in this Section shall be construed to prevent the School District from suspending, excluding, expelling, or otherwise removing a student from school for any reason other than a pending sexual harassment investigation.
- E. The School District may place a non-student employee who is accused of sexual harassment on administrative leave pending the completion of this grievance process.
- F. The School District should offer interim supportive measures on an equal basis to all parties. Any measure that is made available to one party shall not be denied to the other party. Any supportive measures provided to either party shall be maintained as confidential, to the extent that confidentiality will not impair the School District's ability to provide such measures.

#### VIII. CONDUCT OF INVESTIGATIONS

- A. **Presentation of Evidence and Identification of Witnesses.** Both parties shall have an equal opportunity to present evidence and to identify witnesses who they claim have potentially relevant evidence.
- B. **Interviews of Parties.** A party shall be notified in writing of any interview of that party with sufficient time to prepare. The written notification shall include the date, time,

location, participants, and purpose of the interview. Neither a party nor that party's advisor shall be permitted to attend the interview of an adverse party.

- C. **Interviews of Witnesses.** Neither party nor their advisor shall have the right to receive advance notice of the interview of a third-party witness, nor shall any party or their advisor be allowed to attend the interview of a third-party witness.
- D. **External Records.** A party's medical or psychological records may only be obtained, accessed, considered, disclosed, or otherwise used with the voluntary written consent of the eligible student or of a parent. Eligible students or parents should be advised that any medical or psychological records that are disclosed to the School District will be shared with the opposing party and the opposing party's advisor during the grievance process.
- E. **Review of Evidence.** Both parties shall be provided any evidence that is directly related to the allegations raised by a ~~formal~~ complaint, regardless of whether the School District intends to rely on said evidence in reaching a determination regarding responsibility, prior to completion of the investigative report. The parties, and their advisors, if any, will each have ten (10) calendar days to respond to the evidence in writing, and the investigator must consider any written submissions received within those ten days prior to completion of the investigative report.
- F. **Investigative Report.** The investigator will complete their investigation and prepare a written report within 30 calendar days of their appointment to investigate the ~~formal~~ complaint. The investigator can extend the deadline for completion of the investigation report for good cause and will timely notify the parties of the need for an extension. The investigative report must fairly, and neutrally, summarize the relevant evidence.

#### VIII. DETERMINATION OF RESPONSIBILITY

- A. **Responding to the Completed Investigation Report.** Upon completion of the investigation report, the investigator will provide a copy of their report to the decision-maker. After promptly reviewing the investigation report, the decision maker will provide a copy of the investigation report to the complainant and respondent simultaneously.
- B. **Response to Investigation and Written Questions.** After the investigation report has been provided to the parties, but before a decision is made regarding responsibility, the decision-maker shall provide each party the opportunity to provide a written response to the investigation report and to submit written, relevant questions that the party wants asked of any party or witness.
  - 1. Each party must provide their written response to the investigation report and their written questions to the decision-maker within 10 business days after the investigator sends the parties the written investigation report. A party who does not provide written questions by this deadline is deemed to have waived their opportunity to participate in this process.
  - 2. The decision-maker will screen the questions for relevance within 5 business days after receiving them. If the decision-maker determines that a question is irrelevant, the party proposing the question will receive a written explanation of why the question is not relevant and will not be asked. Questions and/or evidence relating to the complainant's sexual predisposition and prior sexual behavior are not relevant, unless they are offered to prove consent or to prove that the act alleged was committed by someone other than the respondent.
  - 3. The party or witness to whom the written questions are proposed will have 10 business days to respond in writing. Written responses will be provided to the party proposing the questions, who will then have 3 business days to submit follow-up questions. Follow-up questions will also be screened for relevance and to determine whether the follow up questions are confined to the response(s) provided by the other party. Answers to relevant follow-up questions will be provided within 3 business days.

4. The advisor of the party's choice may assist with the formulation of questions and of answers to questions.
- C. **Standard of Proof.** The School District retains, at all times, the burden of proof and the burden of gathering sufficient evidence to reach a determination regarding responsibility. In reviewing the investigation report and determining whether the respondent is responsible for the conduct alleged, the School District's decision-maker(s) shall apply the preponderance of the evidence standard. "Preponderance of the evidence," as used in the procedure, means that the respondent will be found responsible only if it is more likely than not that they engaged in the conduct constituting sexual harassment, as defined by these procedures. The same standard of proof shall apply regardless of whether the respondent is a student or a staff member.
- D. **Written Determination Regarding Responsibility.** The decision-maker(s) shall issue a written determination within 60 calendar days of receiving the investigation report. The written determination must be provided simultaneously to both parties and should contain the following:
1. Identification of the allegations potentially constituting sexual harassment;
  2. A description of the procedural steps taken under this process, including any notifications, interviews, hearings, and other methods used to gather evidence, if applicable;
  3. Findings of fact supporting the determination;
  4. Conclusions regarding the School District's Policies and Procedures;
  5. A statement of the result as to each allegation, including a determination regarding responsibility, the rationale for the result, any disciplinary sanctions imposed on the respondent, and any remedies designed to restore or preserve the complainant's equal access to the School District's education program or activity; and
  6. The appeal procedure described in this procedure.

## IX. SANCTIONS AND REMEDIES

If a respondent is determined to have engaged in conduct that meets the definition of sexual harassment, discipline shall be imposed in accordance with the School District's policies and procedures. The level of discipline imposed shall be determined based on the facts identified in the investigation report and relied upon by the decision-maker, the respondent's disciplinary history, the severity of the conduct, and other factors that the School District may deem relevant.

## X. APPEALS

- A. Either party may appeal the decision-maker's determination, or the dismissal of a ~~formal~~ complaint, within 10 business days of the written determination or written notice of dismissal being issued. The appeal of the written determination must be in writing and must be
  1. A procedural irregularity affected the outcome of the matter;
  2. New evidence, that was not reasonably available at the time the determination regarding responsibility or dismissal was made, would affect the outcome of the matter; or
  3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias against the complainant or respondent in this matter, or against complainants or respondents in general.
- C. Appeals shall be heard by a decision-maker who did not make the initial determination regarding responsibility and who is not the investigator in this matter or the Title IX Coordinator.

- D. The decision-maker reviewing the appeal shall notify both parties when either party has filed an appeal. Both parties will have 5 business days from when the decision-maker reviewing the appeal provides such notice to submit a written statement in support of, or challenging, the dismissal or the determination of responsibility.
- E. The appeal decision-maker shall issue a written decision within 30 calendar days of a party's written appeal simultaneously to both parties that describes the result of the appeal and provides the rationale for said result.

XI. DISTRICT EXTENSION OF TIMELINES

Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames set forth in this procedure for good cause. Good cause may include, without limitation: an agreement of the parties to engage in information resolution; the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

XII. RETALIATION

It is a violation of these procedures for any individual to intimidate, threaten, coerce, or discriminate against any individual to interfere with their rights under this procedure, or because that individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in any process described in this process. Complaints alleging retaliation may be filed with the Title IX Coordinator. Notwithstanding the above, it shall not be considered retaliation if the School District asserts a code of conduct violation against any individual who makes a materially false statement in bad faith. A determination regarding responsibility, standing alone, does not prove that any party made a materially false statement in bad faith.

XIII. INFORMAL RESOLUTION

At any time after a ~~formal~~ complaint has been filed, and before a determination regarding responsibility has been made, the School District may offer informal resolution. "Informal resolution" means options for resolving a ~~formal~~ complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice. Both parties must voluntarily consent in writing to participate in any informal resolution process(es). Either party retains the right to withdraw from the informal resolution process at any time before a resolution is reached and to resume the grievance process as laid out above. Once both parties have agreed to an informal resolution, however, neither party may resume the grievance process with respect to those allegations. Voluntary consent shall only be effective where the parties both receive a written notice detailing the allegations, the informal resolution process and its consequences, and the right to withdraw before a resolution is reached. Informal resolution is not available where the complaint alleges that an employee has sexually harassed a student.

Procedure 102B Adopted 11/16/2021

**Legal References:**

20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
 34 C.F.R. Part 106 (Implementing Regulations of Title IX)



## **POLICY 503 – ATTENDANCES AND ABSENCES**

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### I. PURPOSE

The purpose of this policy is to encourage regular school attendance.

### II. GENERAL STATEMENT OF POLICY

- A. Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student.
- B. In accordance with the Minnesota law, students in the school district are required to attend all assigned classes every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence as reflected in the procedures for this policy.
- C. Class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.
  - 1. Student's Responsibility. It is the student's Right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent or tardy from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.
  - 2. Parent or Guardian's Responsibility. It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.
  - 3. Teacher's Responsibility. It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.
  - 4. Administrator's Responsibility. It is the administrator's responsibility to require students to attend all assigned classes. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

### III. CONSEQUENCES FOR UNEXCUSED ABSENCES

- A. Students with unexcused absences may be subject to the following consequences:
  - 1. In cases of recurring unexcused full or partial day absences where a student is habitually truant, the administration may refer family to Hennepin County be@school, make a report to Child Protection (for children under 12), and/or request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statute.

2. The district may terminate the enrollment of an open enrolled student if at the end of the school year the student is determined to be habitually truant. A habitual truant is a child who is at least twelve (12) years old and less than eighteen (18) years old who is absent from attendance at school without lawful excuse for one or more class periods on seven (7) school days per school year if the child is in middle school, junior high school, or high school, or a child who is seventeen (17) years of age who is absent from attendance at school without lawful excuse for one (1) or more class periods on seven (7) school days per school year and who has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8. A habitual truant also means a child under age twelve (12) who has been absent from school for seven (7) school days without lawful excuse, based on a showing by clear and convincing evidence that the child's absence is not due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws.

3. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minnesota Statutes, chapter 260A.

~~may terminate the enrollment of an open enrolled student (i.e. enrolled in the district pursuant to Minnesota Stat. 124D.03 & 124D.08) at the end of a school year if the student is determined to be habitually truant, their truancy has been reported and processed under state and county truancy processes, and their case has been referred to juvenile court.~~  
~~2.~~ ~~The district may terminate the enrollment of a nonresident student over the age of 17 enrolled under this section if the student is absent without lawful excuse for one or more periods on 15 school days and has not properly withdrawn from school under compulsory attendance laws.~~

3.4. If the student is a resident of the district and they are attending a district school other than the district school assigned to the attendance area of their residence area, the district may terminate the student's enrollment at that school outside their attendance area if the student is habitually truant. Resident students whose school enrollment is terminated under this paragraph would continue to be eligible for enrollment at the district school serving their residence area.

4.5. A student may not participate in any extracurricular activity if they have an unexcused absence from any class during the day.

#### IV. LEGITIMATE EXEMPTIONS TO COMPULSORY ATTENDANCE

~~A. Excused Absences. The following reasons shall be sufficient to constitute excused absences:~~

- ~~1. Illness.~~
- ~~2. Serious illness in the student's immediate family.~~
- ~~3. A death or funeral in the student's immediate family or of a close friend or relative.~~
- ~~4. Medical, dental, or orthodontic treatment, or a counseling appointment.~~
- ~~5. Court appearances occasioned by family or personal action.~~
- ~~6. Religious instruction not to exceed three hours in any week.~~
- ~~7. Physical emergency conditions such as fire, flood, storm, etc.~~
- ~~8. School administration decision to remove/dismiss a student from school~~
- ~~9. Family emergencies.~~
- ~~10. Situations related to parent(s)/guardian(s)/student's active duty in any military branch of the United States.~~
- ~~11. A student's condition that requires ongoing treatment for a mental health diagnosis.~~
- ~~12. Students who temporarily lack digital access during remote learning days.~~
- ~~13. Family safety concerns when authorized by school administration.~~
- ~~14. Extreme weather condition concerns of family when authorized by school administration~~
- ~~15. A student's religious or cultural observances.~~

- ~~16.—A student’s college and/or post-secondary program visit when authorized by school administration.~~
- ~~17.—Transportation barriers or interruptions communicated by the district transportation department, parent/guardian or student to school staff or administrator~~
- ~~18.—Family activities, for up to five school days within one school year which are subject to approval by school administration and where the parent(s)/guardian(s) and student have agreed that student will complete school work assigned during the absence.~~

~~B.—Verification of Excused Absence. To be considered an excused absence, the student’s parent or legal guardian may be asked to verify, in writing, the reason for the student’s absence from school. In the case of a health-related excused absence, a note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.~~

~~C.—Expectations for Excused Absences. Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.~~

~~D.—Participation in Extracurricular Activities. School-initiated absences will be accepted and participation permitted. If a student is absent from school due to medical reasons, they must present a physician’s statement or a statement from the student’s parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.~~

#### ~~V.—TARDIES~~

~~A.—Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness and may result in disciplinary or other corrective action at the discretion of school administration.~~

~~B.—District administration will develop uniform tardy reporting procedures that will be applied consistently across elementary and secondary schools.~~

#### ~~VI.—IV. REQUIRED REPORTING~~

~~After a student has three unexcused absences of a student in a school year, school administration will notify the student’s parent(s)/guardian(s) that their student is potentially truant. After seven unexcused absences, the student will be considered habitually truant and school administration will file a report with Hennepin County or with the county where the child resides. School administration will follow the reporting, diversion and due process procedures established by Hennepin County.~~

~~V. The school board directs the superintendent to establish rules and procedures regarding student absences consistent with this policy. These procedures should seek to provide consistency for how absences are handled. These may be designed for grade levels, or similar criteria.~~

#### Legal References:

- Minn. Stat. § 120A.05 (Definitions)
- Minn. Stat. § 120A.22 (Compulsory Instruction)
- Minn. Stat. § 120A.24 (Reporting)
- Minn. Stat. § 120A.26 (Enforcement and Prosecution)
- Minn. Stat. § 120A.34 (Violations; Penalties)
- Minn. Stat. § 120A.35 (Absence from School for Religious Observance)

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 260A.02 (Definitions)  
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)  
Minn. Stat. § 260C.007, subd. 19 (Habitual Truant Defined)  
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)  
Goss v. Lopez, 419 U.S. 565 (1975)  
Slocum v. Holton Bd. of Educ., 429 N.W.2d 607 (Mich. App. Ct. 1988)

Revised:

Re-write adopted: 5/24/22  
Policy 513 Adopted: 7/21/76

## **PROCEDURE 503 – ATTENDANCES AND ABSENCES**

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I. The parent/guardian of a student is to notify the school of the absence and the reason for the absence ~~by 10:00 am~~ as soon as possible of the day the student is absent. If the school is not informed of the absence, school personnel will contact the parent/guardian.

### II. EXCUSED ABSENCES

A. Excused Absences. The following reasons shall be sufficient to constitute excused absences:

1. Illness.
2. Serious illness in the student's immediate family.
3. A death or funeral in the student's immediate family or of a close friend or relative.
4. Medical, dental, or orthodontic treatment, or a counseling appointment.
5. Court appearances occasioned by family or personal action.
6. Religious instruction not to exceed three hours in any week.
7. Physical emergency conditions such as fire, flood, storm, etc.
8. School administration decision to remove/dismiss a student from school
9. Family emergencies.
10. Situations related to parent(s)/guardian(s)/student's active duty in any military branch of the United States.
11. A student's condition that requires ongoing treatment for a mental health diagnosis.
12. Students who temporarily lack digital access during remote learning days.
13. Family safety concerns when authorized by school administration.
14. Extreme weather condition concerns of family when authorized by school administration
15. A student's religious or cultural observances.
16. A student's college and/or post-secondary program visit when authorized by school administration.
17. Transportation barriers or interruptions communicated by the district transportation department, parent/guardian or student to school staff or administrator
18. Family activities, for up to five school days within one school year which are subject to approval by school administration and where the parent(s)/guardian(s) and student have agreed that student will complete school work assigned during the absence.

B. Verification of Excused Absence. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. In the case of a health related excused absence, a note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.

C. Expectations for Excused Absences. Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

D. Participation in Extracurricular Activities. School-initiated absences will be accepted and participation permitted. If a student is absent from school due to medical reasons, they must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

### III. UNEXCUSED ABSENCES

A. Unexcused Absences. Absences that do not meet district criteria for excused absences may be classified as unexcused.

B. When patterns of unexcused absences emerge, the school will work collaboratively with students and families to identify barriers to attendance and provide appropriate supports and interventions. These may include:

1. Family or parent/guardian conferences
2. Attendance support or intervention plans
3. Connection to school support staff and resources
4. Additional interventions aligned with district attendance procedures

C. Prior to formal truancy referral, schools shall make reasonable efforts to:

1. Engage parents/guardians
2. Identify attendance barriers
3. Offer school and community based supports
4. Develop attendance improvement strategies
5. Nothing within this procedure limits the district's authority to initiate earlier intervention when circumstances warrant under applicable Minnesota law.

D. In situations where attendance concerns persist despite interventions and support efforts, schools will proceed in accordance with Hennepin County Truancy/Educational Neglect Reporting Requirements pursuant to Minnesota Statutes Section 260A.02 and Minnesota Statutes Section 260A.03.

#### IV. TARDIES

A. Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness and may result in disciplinary or other corrective action at the discretion of school administration.

B. District administration will develop uniform tardy reporting processes that will be applied consistently across elementary and secondary schools.

~~I. If the school is not informed of the absence, school personnel will contact the parent/guardian.~~

~~II. Students who are absent from school or class, regardless of the reasons, are required to make up all assignments missed.~~

~~IV. The school will inform the parent/guardian if a student's absenteeism becomes excessive and there is a danger of the student losing credit due to incomplete work.~~

#### Legal References:

M.S. 120A.22, subd. 12 – School Attendance

#### Revised:

Revised: 2/20/96

Legal References:

Adopted: 7/21/76

Policy 503 Adopted: 5/20/03  
(formerly Policy 5111)

~~Revised: 2/20/96~~

~~Legal References:~~

~~Adopted: 7/21/76~~

~~M.S. 120A.22, subd. 12 – School Attendance~~

## **POLICY 510 – SCHOOL ACTIVITIES**

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- I. Purpose  
The purpose of this policy is to impart to students, employees, and the community, the school district's policy related to the student activity program. All student participation in co-curricular and extracurricular activities will be on a voluntary basis.
- II. General Statement of Policy  
School activities provide additional opportunities for students to pursue special interests that contribute to their physical, mental and emotional well-being. Student clubs and other student groups may be organized to promote or pursue specialized athletics, community service, social activities, or other special student interests. Consistent with the requirements of Minnesota Statute, the school district takes charge of, assumes control over and accounts for all student activity funds related to curricular, cocurricular and extracurricular student activities. The School Board delegates the oversight of student activity accounts to the Superintendent or their designee. In overseeing student activity accounts under this policy, the school board or administration will not maintain or account for funds generated by non-students including, but not limited to, ~~convenience funds of staff members,~~ booster club funds, parent-teacher organization or association funds, or funds donated to the school district for specified purposes other than student activities.
- III. Student Activity Fund
  - A. Student activity funds will be used for co-curricular and extra-curricular activities that benefit the student body of the school.
  - B. The administration will manage student activity funds in accordance with state requirements and regulations adopted to administer this policy.
- IV. Responsibility
  - A. All student participation in co-curricular and extra-curricular activities will be on a voluntary basis.
  - B. All students who participate in school sponsored activities will represent the school and community in a responsible manner. All rules pertaining to student conduct and student discipline extend to school activities.
  - C. Those students who participate in Minnesota State High School League (MSHSL) activities must also abide by the ~~League MSHSL~~ rules. Employees who conduct MSHSL activities will familiarize students and parents with all applicable rules, penalties, and opportunities.
  - D. The superintendent will be responsible for conducting a periodic evaluation of school activities programs and presenting the results and any recommendations to the School Board.
- V. Non-Sponsored Student Activities  
Students may participate in non-sponsored student activities on a voluntary basis outside of instructional time. Non sponsored activities may use school district logos only with permission of a school principal or site leader.

### Revised:

Reviewed: 5/24/22

Revised: 11/19/19

Revised: 4/19/16

Policy 510 Adopted: 5/15/01 (formerly Policy 5310)

Policy 5310 Adopted: 3/28/78

### Cross References:

Policy 511 – Student Fundraising

### Legal References:

M.S. 123B.49

## PROCEDURE 510 – SCHOOL ACTIVITIES

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I. A student activity will be identified as co-curricular, extracurricular, or non-sponsored at the time the activity is established.

### II. Definitions

#### A. Co-curricular Activities

1. Co-curricular activities are activities sponsored by the school district and approved by the School Board.
2. Co-curricular activities are designed to provide opportunities for students to participate, on an individual or group basis, in school and public events for the improvement of skills.
3. Co-curricular activities are not offered for school credit toward graduation.
4. Co-curricular activities have one or more of the following characteristics:
  - a. They are conducted at regular and uniform times during school hours, or at other times established by school administration.
  - b. Although not offered for credit, they are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit.
  - c. They are partially funded by ~~public monies~~ the school district for general instructional purposes under the direction and control of the School Board.
5. Co-curricular activities include:
  - a. Student activities under the direction and regulation of the Minnesota State High School League, including athletics, speech, drama, and music contests, and
  - b. Student activities which include the sale of admission tickets to the general public and/or which are integrated into the curriculum (e.g., annual musical, ~~three-act~~ plays).

#### B. Extracurricular Activities

1. Extracurricular activities are activities sponsored by student clubs or groups and approved by the school district.
2. Extracurricular activities are direct and personal services for public school students for their enjoyment that ~~have are managed and operated under the guidance of an adult or a~~ staff member assigned for oversight and behavior management.
3. Extracurricular activities have all of the following characteristics:
  - a. They are not offered for school credit nor required for graduation.
  - b. They are generally conducted outside school hours or if partly during school hours, at times agreed by the participants and approved by school administration.
  - c. The content of the activities is determined primarily by the student participants under the guidance of a staff member ~~or other adult~~ to ensure compliance with district policies.

#### C. Non-Sponsored Activities

Non-sponsored activities are student activities that are not school district sponsored activities. These activities have the following characteristics:

1. Non-sponsored activities are not for credit nor required for graduation,
2. They are conducted outside of instructional time, but may occur on school district premises, and
3. The activities are determined by the student leaders. School district staff members may be present in a non-leadership capacity.

### III. Fundraising and Accounting Requirements

#### A. Co-Curricular Activities

The school district will take charge of and control all co-curricular school activities. These activities are subject to the following criteria:

1. All monies received from co-curricular activities will be deposited in the school district general fund.

2. Upon presentation of properly allowed itemized claims, the School Board will authorize disbursement of the monies for expenses and salaries connected with the activities.
3. All revenues and expenditures related to curricular and co-curricular activities in accordance with the Uniform Financial Accounting and Reporting Standards (UFARS) and school district policies and procedures.
4. The School Board must authorize a co-curricular activity in order for a teacher or student to participate in the co-curricular activity.
5. The consent of the School Board is required for the school name or any alias to be used.

B. Extra-Curricular Activities

1. The school district will take charge of and control all extracurricular activities to ensure compliance with school district policies. These activities are subject to the following financial criteria:
  - a. These activities will be self-sustaining, with the exceptions set out below.
  - b. All expenses, except direct supervisory salary costs and indirect costs of the use of school facilities, will be paid from dues, admissions or other student fund-raising events.
  - c. Only those salaries directly related to and readily identified with the activity will be paid from the general fund.
  - d. Other revenue and expenditures for extracurricular activities will be recorded in accordance with UFARS.
  - e. All monies received from extra-curricular activities will be deposited in the school district general fund,
  - f. The School Board will authorize disbursement of the monies for expenses and salaries connected with the activities upon presentation of properly allowed itemized claims,
  - g. Teachers and students may use the school or school district logo ~~only for school district sponsored activities.~~ When approved by the school principal or site leader.

IV. Student Activity Funds

- A. Student activity funds are used to account for dollars raised by the students for the students.

B. Authorization

1. Student activity funds are used for student activity purposes and for those students currently in school in a manner which meets a public purpose.
2. There is an adult of record who is primarily responsible for the management of the fund.
3. Student activity funds are managed in accordance with sound business practice and all transactions are open to inspection.
4. The size of an account is limited to a reasonable amount.
5. Other revenue and expenditures for student activities will be recorded in accordance with UFARS.
6. Individual activity accounts within Student Activity funds are audited annually.

- V. The school district will provide the opportunity for students to purchase student accident insurance.

- A. Enrollment materials will be made available to students in each building and/or online for student accident insurance.
- B. The student will pay premiums or other charges directly to the insurance company.
- C. The filing of claims and payment of benefits and/or claims will be the sole obligation of the insurance company and the individual.
- D. The school district or its employees will not become involved in the collecting of insurance fees, filing claims, or payment of benefits.

Revised:

Reviewed: 5/24/22

Revised: 11/19/19

Revised: 4/19/16

Procedure 510 Adopted: 5/15/01 (formerly Procedure 5310)

Procedure 5310 Adopted: 3/28/78

Cross References:

Policy 511 – Student Fundraising

Legal Reference: M.S. 123B.49

## **POLICY 511 – STUDENT FUNDRAISING**

---

### I. Purpose

The purpose of this policy is to address fundraising by students for school district sponsored and student sponsored activities.

### II. General Statement of Policy

The School Board recognizes that generating additional revenue in support of school district programs can enhance educational services for students. The School Board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public. Fundraising activities must be compatible with the best interests of students, staff, and community and not detract from curricular activities.

### III. Fundraising

A. Student groups may raise funds to support an educational activity. All school district sponsored fundraising activities and projects should contribute to the educational experience of the students enrolled in school. These activities and projects should never be in conflict with the instructional program. Participation in fundraising activities must be voluntary. No student will be denied the opportunity to participate fully in any student activity because the student or the student's family did not participate in student fundraising.

#### B. Approval of Fundraising Activities

1. The ~~School Board~~ Superintendent or designee will approve school sponsored fundraising activities, including activities in support of co-curricular and extracurricular activities in accordance with the Policy and Procedures 511.
2. The principal or site administrator will approve fundraising activities for class sponsored activities and will inform the Assistant Superintendent or designee in advance of the event.

#### C. Method of Fundraising Activities

1. Fundraising activities will be on a voluntary consumer and student participation basis.
2. Student groups should avoid sales activities where the consumer feels compelled to purchase or the student feels compelled to sell the product or services.
3. Door-to-door fund raising activities will be of a limited nature and with adult supervision.
4. Fund raising activities during the school day will be limited in number and will not conflict with regulations relating to food service programs, as prescribed by the State.
5. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization, and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.
6. The school district expects all employees who plan, supervise, coordinate, or participate in student fundraising activities to act in the best interests of the students and to represent the school, the student organization, and the community in a responsible manner.

### IV. Charitable Giving Campaigns Conducted by School District Staff

- A. Teachers or staff members must obtain the Principal's or site leader's approval prior to conducting a charitable giving campaign that solicits contributions from students.

- B. Such charitable giving campaigns should generally be limited to non-monetary contributions, such as food, toys, or clothing.
- C. The principal or site leader must notify parents of the charitable giving campaign prior to any solicitation of contributions from students.

Revised:

~~Policy~~ Revised: 3/15/16

~~Policy~~ Revised: 4/17/01

~~Policy~~ 511 Adopted: 12/7/99  
(formerly Policy 5312)

~~Policy~~ Adopted: 3/23/78

**Cross References:**

Policy 542 - Extended Educational Trips

Policy 510 - School Activities

Policy 902 - Facilities

~~School Board~~

~~INDEPENDENT SCHOOL DISTRICT 279~~

~~Maple Grove, Minnesota~~

## PROCEDURE 511 – STUDENT FUNDRAISING

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### I. Definitions

Some terms used in these procedures are defined more fully in the procedures for Policy 510 Student Activities.

- A. "Class sponsored activities" are fundraising activities such as charitable giving campaigns, sponsored by a class or school department that has been approved in accordance with the policy and these procedures. Class sponsored activities do not raise funds for students or staff. Class sponsored activities should be done in conjunction with a recognized charitable organization.
- B. "Co-curricular activities" are activities sponsored by the school district and approved by the school district.
- C. "Extra-curricular activities" are activities sponsored by student clubs or groups and approved by the school district.
- D. "Non-sponsored activities" are student activities that are not school district sponsored activities.
- E. "Non-school organization" means any organization that is not under the management or control of the school. Such organizations include, but are not limited to, Parent Teacher Associations or Organizations (PTAs/PTOs), Booster Clubs, and Senior Class Party.
- F. "School sponsored activities" are co-curricular, extra-curricular or class sponsored activities.

### II. Requesting Fundraising Activities

A. The sponsoring employee or department will complete the Request for Fundraising Activity – Co-curricular or Extracurricular Activity form (Appendix A) and submit the request to the school principal or site administrator.

~~Forms requesting a fund raising activity will be available in the office of the Department of Leadership Teaching and Learning (DLTL) Assistant Superintendent or designee.~~

1. Any school employee who sponsors a fund raising activity form that is approved will submit an online facility use request located on the District's Community Education website page at <https://www.osseoschools.org/community/facility-rentals> <https://osseo.thatscommunityed.com>.
  2. School and district sponsored fundraisers are a Priority II as indicated in Procedure 902 – Use of District Facilities and Equipment. Staffing fees for building supervision and custodial overtime will be applied to the facility use request and charged to the permit holder.
  3. When submitting the facility request, the applicant will write "FUNDRAISER" in the title of the event.
  4. In the notes section of the facility ~~use request, write "approved by \_\_\_\_\_."~~ Add the name of the administrator who has will provide the name of who approved the fundraiser event.
- B. Any teacher or other school district employee who wishes to propose a school sponsored student fundraising activity must complete the following steps prior to commencement of the project fundraising:
1. Student fundraising for co-curricular and extra-curricular activities:
    - a. The sponsoring employee or department will complete the Request for Fundraising Activity – Co-curricular or Extracurricular Activity form (Appendix A) and submit the request to the school principal or site administrator.
    - b. Subject to paragraph c below, the school principal or site administrator will approve the request if the co-curricular or extracurricular fundraising activity meets the following requirements:
      - (i) The proposed fundraising activity is consistent with the school district mission and core values
      - (ii) Participation in the fundraising activity will not result in additional expense to the school district
      - (iii) The fundraising activity will be conducted in a manner that minimizes interference with the regular functioning of the school and school activities

- (iv) Any organization designated to receive proceeds of the activity has a current tax-exempt status
    - (v) The activity is age appropriate for the involved students
  - c. The principal or site administrator may limit the number, location, length, and time of year of fundraising activities. Limitations will be based on legitimate, school-related concerns.
  - d. The school principal or site administrator will forward the request to the appropriate Assistant Superintendent for review and final approval.
- 2. Student fundraising for Class Sponsored Activity
  - a. The sponsoring employee or department will ~~Complete Request for Fund Raising Activity—Class Sponsored Activity (Appendix A) and~~ submit ~~the a~~ request to the school principal describing the student fundraising for a class sponsored activity.
  - b. Subject to paragraph c. below, the school principal or site administrator will approve the Request if the Class Sponsored Activity meets the following requirements:
    - (i) The proposed fundraising activity is consistent with the school district mission and core values
    - (ii) Participation in the fundraising activity will not result in additional expense to the school district
    - (iii) The fundraising activity will be conducted in a manner that minimizes interference with the regular functioning of the school and school activities
    - (iv) Any organization designated to receive proceeds of the activity has a current tax-exempt status
    - (v) The activity is age appropriate for the involved students
  - c. The principal or site administrator may limit the number, location and length of fundraising activities. Limitations will be based on legitimate, school-related concerns.

### III. Scheduling of Fundraising Activities

- A. All fundraising activities will generally be scheduled outside of the regular school day.
- B. The building ~~p~~Principal or site administrator, and the Assistant Superintendent or designee, are responsible for scheduling fundraising activities so that there is a minimum number of conflicts.

### IV. Principals or site administrators will be able to provide the following information to the ~~DLTL~~ Assistant Superintendent or designee:

- A. Number of fund raising activities at the site
- B. Number of dollars raised through fund raising
- C. Sponsoring organization of fund raising
- D. A categorization of types of fund raising
- E. Evaluation of fundraising activities on a scale to be determined by the DLTL Assistant Superintendent

### V. Accounting Procedures for Fundraising Activities

- A. Funds raised by student groups will be accounted for as follows:
  - 1. Fundraising activities for co-curricular organizations will be accounted for in the general fund and in accordance with procedures outlined in the Administrative Accounting and Procedure Manuals and Uniform Financial Accounting and Reporting Standards.
  - 2. Fundraising activities for extra-curricular organizations will be accounted for in the student activities fund and in accordance with "Manual of Instructions for Uniform Student Activities Accounting for Minnesota School Districts" and Uniform Financial Accounting and Reporting Standards.
  - 3. The school district is responsible for all funds generated for co-curricular and extra-curricular activities ~~and accountability for the funds rests with the Superintendent.~~ Accounting procedures for school-sponsored fundraising will be guided by UFARS (Uniform Financial Accounting and Reporting Standards) and reported within the centralized accounting system through the Business Services Office.
  - 4. Class sponsored activities by student organizations, clubs, classes, departments, or associations within the student body, under the guidance of staff members for

educational, recreational, or cultural purposes, meeting the definition of a student activity as defined by the Manual on Activity Fund Accounting (MAFA) within Uniform Financial Accounting and Reporting Standards, are responsible for the funds they generate.

Accounting procedures for these funds will be guided by MAFA and reported within the centralized accounting system to the Business Services Office. Site activity fund summary reports will be available in the Business Services Office.

5. The Business Services Office in consultation with the school sites will establish internal controls for the management of the fundraising accounts to ensure accurate record-keeping and accountability for funds received.
  6. The Business Services Office will make semi-annual reports to the School Board under the Consent Agenda.
- B. Extracurricular student groups donating funds that are to be used for curricular or co-curricular purposes must transfer the funds from the student organization to the school district. The school board will follow its usual procedure for acceptance of gifts through action by the School Board.

#### VI. Responsibility

- A. Teachers, Student Activity Advisors and Coaches are responsible for following the appropriate financial accounting requirements for funds raised through class sponsored co-curricular or extra-curricular activities. The sponsoring employee is responsible for obtaining permission, instructing students regarding fundraising activity conduct, and reporting the results of the activity to the principal or site administrator.
- B. The principal or site administrator may review fundraising requests with the school site council for input on the number of fundraisers to be conducted throughout the school year.
- C. The principal or site administrator will report all fundraising activities to the appropriate Assistant Superintendent as directed by the appropriate Assistant Superintendent.

#### VII. Liability

Schools will not take action that would lead others to believe that the school is in charge of or has responsibility for a non-school organization.

- A. School employees will not direct or manage a non-school fundraising organization for their own school, but may provide advice. A principal or site administrator may allow use of the school name, mascot and/or logo with appropriate restrictions consistent with this policy and procedures.
- B. Schools will require non-school fundraising organizations to agree to abide by the parameters set in this policy, including the following:
  1. Non-school fundraising organizations are not authorized to act as an agent or represent themselves as an agent of the school or school district, and
  2. Non-school organizations may not use school or school district letterhead to carry out their business.
  3. Websites operated or maintained by non-school organizations should not give the impression that the fundraising website is an official school website.

#### VIII. Donations

- A. Donations to a school or the school district should go through district-approved procedures.
- B. Employees applying for donations for school related activities will inform their principal or site administrator prior to commencing the application process.
- C. The conflict of interest provisions in the school district Administrative Procedures Manual and Policy 421 apply to any donations made to the school district or school district employees.

#### Revised:

~~Procedure~~ Revised: 1/24/17

~~Procedure~~ Revised: 3/15/16

~~Procedure~~ Revised: 4/17/01

~~Procedure~~ 511 Dated: 12/7/99

(formerly Procedure 5312)

Procedure Revised: 11/15/83

Procedure Adopted: 3/23/78

***Cross-References***

Policy 542 – Extended Education Trips

Policy 510 – School Activities

~~School Board~~

~~INDEPENDENT SCHOOL DISTRICT 279~~

~~Maple Grove, Minnesota~~

Appendix A - Procedure 511

**REQUEST FOR FUNDRAISING ACTIVITY  
Co-curricular or Extracurricular Activity**

Date: \_\_\_\_\_

1. Name of organization \_\_\_\_\_

2. School \_\_\_\_\_ Advisor \_\_\_\_\_

3. Type of fundraising event \_\_\_\_\_

4. If event is centered around the sale of some special item (e.g. book of tickets), give the selling price of the item.  
\_\_\_\_\_

5. How much money do you expect to gross? \_\_\_\_\_

6. What will your expense amount to? \_\_\_\_\_

7. What do you expect to be your net profit? \_\_\_\_\_

8. Proposed dates for the event \_\_\_\_\_

9. Describe when the fundraising event would be conducted:  
\_\_\_\_\_ Before school, if so, where \_\_\_\_\_  
\_\_\_\_\_ During school, if so, where and when \_\_\_\_\_

10. Approximately how many organization or class members will be involved in the fundraising event (e.g. in the actual selling)  
\_\_\_\_\_

11. Does this fundraising event involve door-to-door selling or solicitation? \_\_\_\_\_

12. What commercial agency (if any) is cooperating in this venture?  
\_\_\_\_\_ Address \_\_\_\_\_

13. Why do you want to raise the money? (purpose or goal) \_\_\_\_\_  
\_\_\_\_\_

14. What educational activity is to be supported? \_\_\_\_\_  
\_\_\_\_\_

15. What do you expect students to learn from this? (objective)

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

16. Describe how you will evaluate each of the objectives stated above.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

17. How do you expect to expend the fund? (attached proposed budget)

\_\_\_\_\_  
\_\_\_\_\_

18. Approval:

A. \_\_\_\_\_  
Signature of Advisor Date

B. \_\_\_\_\_  
Signature of Principal Date

C. \_\_\_\_\_  
Signature of Elementary/Secondary Assistant Superintendent Date

## **POLICY 542 – EXTENDED EDUCATIONAL TRIPS**

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### I. Purpose

The purpose of this policy is to provide direction for staff members, students, and parents/guardians as it pertains to extended educational trips that require overnight accommodations for students/participants. The goal of extended educational trips is to encourage learning and provide structure for a safe, educational experience.

### II. Statement of Policy

The policy of the School Board is to authorize certain extended educational trips that complement the District curriculum. The general expectation of the School Board is that all student trips are well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested.

### III. General Guidelines

- A. All extended educational trips are optional for students.
- B. Travel to any country subject to a level 3 travel advisory or higher by the U.S. Department of State is not authorized.
- C. Any field trip which requires air travel and overnight lodging must have an option for trip insurance for the family of a student or the student group participating in the field trip.
- D. All District policies regarding rules of conduct and discipline for students and employees shall apply to all extended educational trip activity.
- E. All scheduling, planning and supervision of extended educational trips shall comply with Procedure 542 – Extended Educational Trips.
- F. Every effort must be made to schedule extended educational trips on days when school is not in regular session.
- G. Financing
  1. Financing extended educational trips, except for the salary of District staff, is provided by the group making the request.
  2. The District does not pay the travel expenses of ~~d~~District staff **accompanying supervising students unless this requirement has an unequitable result particularly for extended field trips across multiple schools organized by district departments. In these cases, the district may pay the travel expenses of district staff supervising students upon approval of the Assistant Superintendent.**
  3. Fundraising to finance extended educational trips shall comply with Policy 511 – Fundraising Activities.
- ~~H. Students who miss school because of extended trips that are not sponsored by the District must arrange for their absence under applicable building attendance procedures.~~

#### Revised:

Revised: 12/15/20

Reviewed: 1/26/16

Revised: 5/15/12

Adopted: 11/21/00 (formerly 5311)

Revised: 11/15/83

Adopted: 3/28/78

#### ***Legal References***

M.S. 123B.36

M.S. 123B.37

M.S. 123B.49

***Cross References***

Policy 511 - Fundraising Activities

## PROCEDURE 542 STUDENTS – EXTENDED EDUCATIONAL TRIPS

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### I. General Procedure: Extended Educational Trips

#### Definitions

- A. An extended educational trip requires overnight accommodations for students/participants, whether during the regular school year or during a school break.
- B. Extended educational trips include those trips where the sponsoring organization uses the name of the school district or school within the school district and implies the consent, authorization, or sponsorship of the school district or school.

### II. Criteria and Considerations

- A. The ~~Supervising~~ Assistant Superintendent ~~—Department of Leadership, Teaching and Learning (hereinafter DLTL)—~~ or designee will use the following criteria for approving each proposal for an extended educational trip:
  1. Value to student's educational program.
  2. Safety and welfare of students.
  3. Time of the trip (during school year/outside school year).
  4. Total cost to students/participants.
  5. Sponsorship funding source and amounts.
  6. When extended educational trips do require an absence from classes, absences of more than five days will generally not be permitted.
  7. For purposes of supervision, the ratio of adults to students should generally be minimum of one adult for every fifteen students.
  8. All extended educational trips involving both male and female participants shall require both adult male and female chaperones ~~unless the parents of any students of the opposite sex of the chaperones consent to their students participating in the field trip without same sex chaperones.~~
  9. Compliance with Policy 542 – Extended Educational Trips.
- B. Trip organizers should ensure an uninterrupted educational program for all students, paying special attention to the following:
  1. The students participating in the trip.
  2. The student members of the organization who choose not to participate in the trip and remain at home.
  3. Classes which may experience reduced enrollment by the absence of the students participating in the trip.
- C. Trip organizers should carefully consider the distance and conditions of the trip. Extended educational trips by school groups outside the limits indicated below may require additional supporting documentation.
  1. Elementary School– within 50 miles of school district boundaries.
  2. Middle School – within the state of Minnesota.
  3. High School – within the Midwest area.

### III. Requests and Approvals

- A. Except for trips to State Tournaments, proposals for extended educational trips must be submitted in writing. ~~(Appendix A, Proposal for Extended Educational Trip).~~ Trips to State Tournaments are conducted under procedures required by the Minnesota State High School League.
- B. All proposals must be first be reviewed and approved by the respective building principal and provided to the school nurse for advance notification. Staff will be reminded that no fees shall be collected by trip organizers before School Board approval.
- C. Principals will forward all proposals to their Assistant Superintendent to be fully vetted before forwarding to the School Board for final approval—DLTL for processing. The All proposals must arrive in the Assistant Superintendent's office a minimum of one be submitted by the end of September of each school year or if there a reason that is not

feasible at least two months prior to the date of departure to allow for adequate time for decision making and vetting by the principal, Assistant Superintendent, notification to the school nurse to address medical needs of students participating, and for contract review by the Procurement Department.

- D. Proposals which are approved by the Assistant Superintendent or designee are forwarded to the School Board for final approval. When approved, the Assistant Superintendent will notify the school principal, school nurse and Procurement Department. After School Board approval, trip organizers may begin collecting trip related fees.
- E. ~~Proposals must be fully approved before trip organizers sign any contracts with travel agencies or collect any trip related fees~~Only the Procurement Department can sign any contracts with travel agencies.

#### IV. Arrangements

- A. Transportation ~~may must~~ be provided by the school district consistent with Policy 707 – Transportation of Students.
- B. Chaperones shall be selected by and are under the supervision of the teacher/advisor accompanying the trip. Non-District staff chaperones will be considered volunteers and are subject to policy 906 – School Volunteers.
- C. Reasonable accommodation for students with disabilities shall be provided.
- D. Trip advisors and principals should determine prior to actual travel if the U.S. Government has issued a travel warning or alert that could put Americans in harm’s way. ~~ISD-279The school district through the supervising Assistant Superintendent – DTLT~~ reserves the right to postpone or cancel the extended educational trip at any time due to conditions throughout the world that may be deemed unsafe.
- E. Trips traveling outside the continental United States require an additional insurance rider to the school district’s insurance policy. The ~~Assistant Superintendent of DTLT~~ school principal will confirm school district insurance coverage prior to the trip departure date.
- F. The travel, lodging, and food expenses of school district staff and chaperones may be furnished in part or in full by the sponsoring organization. However, school district staff and/or chaperones may choose to pay all or part of the above listed costs.

#### V. Parental and Student Responsibilities

- A. Students will abide by all school district policies while participating in school sponsored extended field trips, including but not limited to policies governing student behavior.
- ~~B. In the case of extended trips which are not school authorized, parents are to follow the procedures applicable in the school building their child attends relating to excusing the student from school. Those procedures generally require the parents to notify the school in advance of the extended absence of the student.~~
- C.B. All extended educational trips require parent/guardian authorization.

#### Revised:

Revised: 12/15/20

Revised: 1/26/16

Revised: 9/23/14

Revised: 5/15/12

Procedure 542 Dated: 11/21/00 (formerly Procedure 5311)

#### **Cross Reference**

Policy 511 – Fundraising Activities

Procedure Revised: 11/15/83

Procedure Dated: 3/28/78



## **POLICY 545 – STUDENT FEES**

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### **I. PURPOSE**

The school district will provide free public school education, and no student will be denied an education because of economic inability to furnish educational books and supplies necessary to complete educational requirements necessary for graduation.

### **II. GENERAL STATEMENT OF POLICY**

Any practice leading to suspension, coercion, exclusion, withholding of grades or diplomas, or discriminatory action based upon nonpayment of fees denies students their right to equal protection and entitled privileges, and is prohibited by Minnesota laws and this policy.

### **III. ACCEPTABLE FEES**

#### **A. The school district may:**

1. Accept voluntary contributions;
2. Make certain charges authorized by law and;
3. Establish fees in areas considered extracurricular, non-curricular or supplementary to the requirements for the successful completion of a class or educational program.

#### **B. The school district may not require the payment of fees except as authorized by the Minnesota Public School Fee law.**

### **IV. NEW FEES**

The school district may initiate new fees after holding a public hearing in accordance with the Minnesota Public School Fee Law.

#### **Reviewed:**

Reviewed: 8/30/22

Revised: 4/19/16

Dated: 11/21/00 (formerly Policies 5510, 5511, 5512 & 5513)

#### ***Legal References***

M.S. 123B.34 et seq. Minnesota Public School Fee Law

M.S. 123B.88, Subd. 22

M.S. 124D.52 – Adult Basic Education

## PROCEDURE 545 – STUDENT FEES

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### I. Authorized Fees

- A. In accordance with the Minnesota Public School Fee Law, the school district is authorized to require payment of fees in the following areas:
1. In any program where the resultant product, in excess of minimum requirements and at the student's option, becomes the personal property of the student.
  2. Admission fees or charges for extracurricular activities where attendance is optional.
  3. A security deposit for the return of materials, supplies, or equipment.
  4. Personal physical education and athletic equipment and apparel. A student may provide his/her own equipment or apparel if it meets reasonable requirements and standards relating to health and safety established by the School Board.
  5. Items of personal use or products which a student may purchase at his/her own option, such as student publications, class rings, annuals, and graduation announcements.
  6. Fees specifically permitted by any other state statute.
  7. Field trips considered supplementary to a school district educational program.
  8. Any authorized voluntary student health and accident benefit plan.
  9. A rental fee for the use of musical instruments owned or rented by the school district, not to exceed either the school district's rental cost or the annual depreciation plus the actual annual maintenance cost for each instrument.
  10. Transportation to and from:
    - a. Extracurricular activities, when attendance is optional.
    - b. School for which no aid or levy is authorized by state statute, provided that no student is denied transportation solely because of inability to pay.
    - c. Post-secondary institutions for students enrolled under the post-secondary enrollment options.
  11. Motorcycle classroom education courses conducted outside of regular school hours, provided the charge does not exceed the school district's actual cost.
  12. The school district may charge reasonable fees for goods and services provided in connection with any post-secondary instructional program other than those conducted as part of Adult Basic Education.
- B. Students may be required to furnish:
1. Personal or consumable items including pencils, paper, pens, erasers and notebooks.
  2. Personal transportation to and from an instructional community-based employment station which is part of an approved occupational secondary vocational program when the student receives remuneration for participation in the program.
- C. The school district may operate a school store wherein students may purchase school supplies and materials.
- D. The school district may waive any deposit or fee if any student or his/her parent/guardian is unable to pay it.

### II. Prohibited Fees

- A. The school district will not authorize the charging of fees for supplies, instructional materials, staff, or activities required as part of a course or basic educational program, including:
1. Textbooks, workbooks, art materials, laboratory supplies, towels, except as specified below.

2. Supplies necessary for participation in any instructional course except as authorized by this policy.
  3. Field trips which are required as a part of a basic education program or course.
  4. Graduation caps, gowns, any specific form of dress necessary for any educational program, and diplomas.
  5. Instructional costs for necessary school personnel employed in any course or educational program required for graduation.
  6. Library books required to be utilized for any educational course or program.
  7. Admission fees, dues, or fees for any activity the student pupil is required to attend.
  8. Any admission or examination cost for any required educational course or program.
  9. Locker rentals.
  10. Transportation for which state transportation aid or levy authority is available.
- B. The school district may charge fees for textbooks, workbooks, and library books lost or destroyed by students provided the school district has provided annual notification of the charging of such fees.

### III. Prohibited Actions

No student's rights or privileges, including the receipt of grades or diplomas, may be denied or abridged for non-payment of fees. The school district may maintain an action provided by law for the collection of authorized fees.

#### Reviewed:

Reviewed: 8/30/22

Revised: 4/19/16

Procedure 545 Dated: 11/21/00

(formerly Policies 5510, 5511, 5512 & 5513)

#### ***Legal References***

M.S.123B.34 et seq. Minnesota Public School Fee Law

M.S. 123B.88, Subd. 22

M.S. 124D.52 – Adult Basic Education

## **POLICY 558 – ENROLLMENT ~~OPTIONS PROGRAM~~ OF NONRESIDENT STUDENTS**

### I. PURPOSE

~~The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes, section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.~~

~~The school district values school choice and participates in the enrollment options established in this policy.~~

### II. GENERAL STATEMENT OF POLICY

~~The school board adopts specific standards for acceptance and rejection of open enrollment applications. In order to provide school choice, all students are eligible to attend a school other than their assigned school, provided they are not dependent on district transportation; capacity is available at the school of choice; the times are followed; and application materials are accurate and complete.~~

### III. OPEN ENROLLMENT ~~OPTIONS~~PROCESS

~~The school board directs the Superintendent or designee to develop procedures implementing the open enrollment process.~~

- ~~A. Resident and Non-Resident Students may enroll in school district schools under the Enrollment Options Program, through School Board approval to enroll in a nonresident district, a graduation incentives program or as an online learning student.~~
- ~~B. Students will be enrolled following successful completion of the application process outlined in the procedures accompanying this policy.~~
- ~~C. Students will remain enrolled as long as they continue to meet the criteria for continued enrollment set out in the procedures accompanying this policy.~~
- ~~D. A student who has been enrolled in the school district who is identified as homeless and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district may continue to enroll in Independent School District No. 279 schools.~~

Revised: 4/19/16

Revised: 12/20/05

Adopted: 9/2/03

#### **Legal References:**

Minn. Stat. § 124D.03 Enrollment Options Program

Minn. Stat. § 124D.08 School Boards Approval to Enroll in Nonresident District

Minn. Stat. § 124D.68 High School Graduation Incentives Program

Minn. Stat. § 260A Truancy Programs

Minn. Stat. § 260C.007 Subd. 19 Habitual Truant

O P: Atty Gen 180g, Dec. 27, 1928 Definition of Residence for School Attendance

#### **Cross References:**

725 Establishing School Attendance Boundaries

## **PROCEDURE 558 – ENROLLMENT OPTIONS PROGRAM**

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### I. OPEN ENROLLMENT PROCESS

- A. Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:
1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
  2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minnesota Statutes, section 124D.03.
  3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.
- B. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.
- C. The parent of a student with a disability not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect, in the same manner as the parent of a resident student with a disability, a school in the nonresident district where the child is enrolled in a Head Start program or a licensed child care setting in the nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.
- Under this paragraph, parents must demonstrate enrollment in a community preschool or childcare setting.
- D. A nonresident preschool aged child with a disability open enrolled in the district may be required to open enroll for kindergarten.

### II. BASIS FOR DECISIONS

- A. Standards that may be used for rejection of application

In addition to the provisions above, the school district may refuse to allow a pupil who is expelled under Minnesota Statutes, section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily

capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than two and one-half inches in length, at school or a school function;

2. possessing or using an illegal drug at school or a school function;

3. selling or soliciting the sale of a controlled substance while at school or a school function; or

4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

B. Standards that may not be used for rejection of application

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;

2. athletic or extracurricular ability of a student;

3. disabling conditions of a student;

4. a student's proficiency in the English language;

5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or

6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in this policy.

C. Application

The student and parent or guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) Application if applicable) developed by MDE and available on its website.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 or to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or

within ten (10) business days whether the pupil intends to enroll in the nonresident district.

#### D. Lotteries

If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. the student's resident district does not operate a school building;
2. the municipality is located partially or fully within the boundaries of at least five school districts;
3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and
4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

#### E. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

#### F. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes, section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minnesota Statutes, chapter 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent

from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

## ~~I.—General Procedure~~

- ~~A.—This procedure applies to any student who wishes to enroll at a school in Independent School District No. 279 other than the school to which his or her residence is assigned. The procedure applies to In-District Transfer (Resident) Students and Open-Enrolled (Non-Resident) Students. Both are admitted on the basis of available space at each grade in each building.~~
- ~~B.—Once a student becomes an In-District Transfer or Open-Enrolled Student the student will remain in this status, subject to the policies and procedures that apply to Resident Students and the conditions specified below.~~
- ~~C.—If any student changes residence, the parent/legal guardian must complete an updated enrollment options form. Failure to provide an updated enrollment options form may result in termination of the student's Open-Enrollment status.~~

## ~~II.—Definitions~~

### ~~A.—Habitual Truant~~

- ~~1.—A child under the age of 17 years who is absent:
  - ~~a)—From elementary school attendance without lawful excuse for seven school days per school year, or~~
  - ~~b)—From middle or high school attendance for one or more class periods on seven school days per school year.~~~~
- ~~2.—A child aged 17 years old who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school will also be considered truant.~~

### ~~B.—Magnet School~~

1. ~~Magnet schools offer specialized curricular themes and are available as an enrollment option for all school district residents and those students who reside within the boundaries of the Northwest Suburban Integration School District (NWSISD). The following are Magnet Schools or programs operated by the school district.~~
  - a) ~~Birch Grove Elementary School for the Arts~~
  - b) ~~Weaver Lake Elementary: A Science, Math & Technology School~~
  - c) ~~Zanewood Community School: A Science, Technology, Engineering, Arts and Math School~~
  - d) ~~Brooklyn Middle School: A Science, Technology, Engineering, Arts and Math School~~
  - e) ~~Osseo Senior High School Health Science Magnet Program~~
  - f) ~~Park Center Senior High: An International Baccalaureate World School~~

~~C. Non-Resident~~

1. ~~A student whose primary source of nurturing, personal care, supervision, emotional and financial support is at an address outside of school district boundaries, even though the student may lodge within the school district.~~

~~D. Open Enrollment~~

1. ~~Open Enrollment—Parent/legal guardian lives outside of District 279 and would like their student to attend a school within District 279 boundaries.~~

~~E. Resident~~

1. ~~A student who receives their primary nurturing, personal care, supervision, emotional and financial support in a residence within the legal boundaries of the school district,~~
  - a) ~~From age five through completion of high school, but not beyond the twenty-first birthday if not disabled; or~~
  - b) ~~From birth through completion of high school, or until July 1 after the twenty-first birthday if disabled.~~

~~F. In-District Transfer~~

1. ~~Parent/legal guardian lives inside District 279 boundaries and would like their student to attend a school other than their assigned attendance area school.~~

~~III. In-District Transfer (Resident) and Open Enrollment (Non-Resident) Application Process~~

~~A. Application Timelines~~

1. ~~Parents/legal guardians may apply for the current school year or the following school year only.~~
  - a) ~~Priority Application period is October 15 through January 15 each school year.~~
  - b) ~~If there are more applications than available seats, a lottery will be held following the January 15 deadline to determine which students will receive seats.~~
  - c) ~~Applications will be accepted after the deadline and reviewed periodically. Open-Enrolled Non-Resident Students applying for the current school year may be enrolled immediately if space is available.~~
  - d) ~~Students are approved for enrollment based on the capacity of the school they select. If space is not available in the preferred school, they may be offered another choice within the district.~~
  - e) ~~Note: A timely application or a sibling attending the school of choice does not guarantee acceptance into the school of choice. Acceptance is based primarily on availability of space.~~

~~B. In-District Transfers only~~

- ~~1. During the school year, In-District transfer requests will be processed at the start of Trimesters only.~~
- ~~2. When a student has been accepted for an In-District Transfer or Open Enrollment, the student will remain enrolled in the school district (at the school assigned) unless the school district terminates enrollment in accordance with its policies and procedures or under one of the conditions listed in Section VI. In-District Transfer students may transfer back to their attendance area school.~~
- ~~3. The application deadline is established each year and is published in the Enrollment Services section of the district website at [www.district279.org](http://www.district279.org).
 
  - ~~a) January 15: Applications are due (priority deadline).~~
  - ~~b) End of January: Families sent notification of acceptance or denial by U.S. mail.~~
  - ~~c) Mid-February: Deadline for families to accept and to complete the enrollment process.~~~~

~~C. Acquiring an Application~~

- ~~1. The parent/legal guardian must complete a separate application for each student applying for in-district transfer or open enrollment.~~
- ~~2. Applications are available at:
 
  - ~~a) The Osseo Area Schools Enrollment Center (7051 Brooklyn Blvd., Brooklyn Center, MN, 55429)~~
  - ~~b) The school district website: [www.district279.org](http://www.district279.org)~~
  - ~~c) Magnet school applications are available online at [www.nws.k12.mn.us](http://www.nws.k12.mn.us) (Northwest Suburban Integration School District website)~~~~

~~D. Submitting an Application~~

- ~~1. Each applicant may select first, second and third choice schools for admission.~~
- ~~2. If there is no space available at the first choice school but there is space available at a second choice school, the application for the second choice school will be accepted and the Enrollment Center will not place the student on a waiting list for the first choice school. If there is no space available at a first or second choice school but there is space available at a third choice school, the Enrollment Center will place the student at the third choice school and the Enrollment Center will not place the student on a waiting list for the first or second choice school.~~
- ~~3. If there is no space at any of the choices selected by the applicant, the Enrollment Center will place the student on the waiting list for the first choice school ranked by preference and then by date of receipt of the application. Any second choice applications are placed on a waiting list behind applicants who made that school their first choice and any third choice applications are placed behind the first and second choice applications on the waiting list for that school.~~

~~E. Application Approval~~

- ~~1. Applications will be approved only if there is space available at the requested school and/or grade level. If space is not available at the school of choice, the student will be offered enrollment at another school within the district. After the application deadline, the Enrollment Center will send a written notification to the parent/legal guardian at their address on record with information about whether the application has been accepted or denied. The Enrollment Center will mail the written notice approximately three weeks after the annual application deadline (January 15). If the application was denied, the student will be placed on a waiting list for the remainder of that school year.~~

- ~~2. If the application is approved, the parent/legal guardian must complete the enrollment process by the date contained in the notification.
  - ~~a) The student will be assigned to a school level—elementary, middle or high school. Once a school level transition is set to occur (elementary to middle school or middle to high school), three school choices must be selected by the Jan. 15 before the change.~~
  - ~~b) If the student changes residences and wishes to remain Open Enrolled, the student must submit information about the new address to the Enrollment Center.~~~~
- ~~3. If the application is not approved, the Enrollment Center will place the student's name on the waiting list. The student's application will be considered as space becomes available. A student will remain on a waiting list only for the remainder of the school year for which they applied. A new application will be required each school year.~~

~~F.—Additional Documentation~~

- ~~1. Additional required documents include acceptable proof of address and photo identification. If the student is enrolling in prekindergarten or kindergarten the parent/legal guardian must provide proper age verification.~~
- ~~2. Specific items that satisfy these requirements are listed on the enrollment checklist found in the Enrollment Services section of the district website: [www.district279.org](http://www.district279.org)~~
- ~~3. The parent/legal guardian can bring or submit the completed enrollment forms and the additional documents required to the Enrollment Center.~~

~~G.—Approval Guidelines~~

- ~~1. If there are more applications than space available, applications will be approved in the following priority order for any spaces available. Random selection (or lottery) is used within each priority if the number of applications in each category exceeds the number of spaces available:
  - ~~a) Sibling—If the applicant's sibling already attends the requested school~~
  - ~~b) Child Care (for elementary students only)—If the student's childcare is in the attendance area of the requested school~~
  - ~~c) Employee—If the student's parent/legal guardian is employed by the school district~~~~
- ~~2. If a student is not selected for admission after an application deadline, the student will be placed on a waiting list ranked by priority as listed above and then by the date the application was received.~~

~~H.—Online Learning~~

- ~~1. Enrollment for online classes is subject to the same procedures used for enrollment in other classes.~~

~~IV.—Boundary Changes for School Attendance Areas: In the event school attendance boundaries are changed in accordance with Policy 725:~~

- ~~A.—Open Enrolled and in-district transfer students will continue at the school they were assigned at the time of Open Enrollment or reassigned if the parent or guardian changes residences during the time the student is Open Enrolled.~~
- ~~B.—The school district will not authorize new transfer applications into schools affected by boundary changes or previously closed grades/schools during the transition year(s) and first year of implementation of the new boundary.~~

~~V. Transportation~~

- ~~A. When students are approved to attend a school outside of their regular attendance area, transportation is the responsibility of the parent/legal guardian. Transportation may be provided from an existing bus stop on the border of the school (in-district transfer) or border of the school district (open enrollment) under the following conditions:~~
- ~~1. The student registers with the school district Transportation Department for bus service each school year and is approved to use an existing stop.~~
  - ~~2. Space is available on existing bus routes.~~
  - ~~3. Parents/legal guardians accept ultimate responsibility for ensuring that their student can get safely to and from the assigned bus stop.~~
- ~~B. A parent/legal guardian of a student in a family living at or below the federal poverty level may seek reimbursement for the cost of transportation to school district schools. A parent/legal guardian who wishes to claim reimbursement must contact the Enrollment Center for instructions and assistance to claim reimbursement.~~
- ~~C. Magnet School Transportation~~
- ~~1. The school district will provide transportation within the school district to any elementary student attending a magnet school who lives more than 0.8 miles from the school and to any secondary student attending a magnet school who lives more than 1 mile from the school. Consistent with School District Policy 707.~~

~~VI. Termination of In-District Transfer or Open Enrollment~~

- ~~A. The school district will terminate the enrollment of an In-District Transfer or Open Enrolled student at the end of a school year if the student is a habitual truant; the student has been provided appropriate services to prevent truancy or educational neglect, and the student has been referred to juvenile court.~~
- ~~B. The school district will terminate the enrollment of a Non-Resident student over the age of 17 if the student is absent without lawful excuse for one or more periods on 15 school days and has not otherwise withdrawn from school.~~
- ~~C. The school district will terminate the enrollment of a Non-Resident student in accordance with its policies and procedures, including those that govern student discipline, or for failure to provide accurate information concerning the current residence of the student.~~

Revised:

Revised 8/26/22  
Revised 9/28/21  
Revised: 6/24/21  
Revised: 4/19/16  
Revised: 12/9/14  
Revised: 9/10/13  
Revised: 12/20/  
Revised: 1/2/2025  
Adopted: 9/2/03

**Legal References:**

Minn. Stat. § 124D.03 Enrollment Options Program  
Minn. Stat. § 124D.08 School Boards Approval to Enroll in Nonresident District  
Minn. Stat. § 124D.68 High School Graduation Incentives Program  
Minn. Stat. § 260A Truancy Programs  
Minn. Stat. § 260C.007 Subd. 19 Habitual Truant  
O P: Atty Gen 180g, Dec. 27, 1928 Definition of Residence for School Attendance

***Cross References:***

725 Establishing School Attendance Boundaries

## Procedure 807 – Health and Safety

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### I. Administration

For the purpose of implementing Policy 807 – Health and Safety, the District has assigned the following responsibilities:

#### A. Employees

Employees will:

1. Comply with the safety rules and procedures associated with their duties;
2. Use all required safety devices and personal protective equipment;
3. Participate in required safety training, safety committees, and safety inspections;
4. Report unsafe acts and hazardous conditions to their supervisor immediately; and
5. Notify their supervisor of accidents, injuries and near misses.

#### B. Supervisors/Department Chairs

Supervisors will:

1. Promote safety among employees and to train them in safe work practices;
2. Provide employees with personal protective equipment and ensure its use; and
3. Report unsafe acts, careless operation, and inappropriate behavior.

#### C. Site Safety Committees

Committees will:

1. Conduct quarterly safety inspections to identify hazards in the workplace;
2. Review all accident summary reports and make recommendations to prevent reoccurrence; and
3. Review Hazard Identification/Safety Suggestion forms submitted by staff members and make recommendations to the principal.

#### D. District AWAIR (A Workplace Accident and Injury Reduction) Committee

Committee will:

1. Comprise of one member of every bargaining unit within the district.
2. Review the district AWAIR program on annual basis

#### E. Principals

Principals will:

1. Take all reasonable steps necessary to protect the life, safety and health of staff and students;
2. Correct unsafe or unhealthy conditions at the work site;
3. Establish and coordinate the activities of a joint labor-management safety committee in the building; and
4. Ensure that employees attend required safety training and employ safe work practices.

#### F. Health and Safety Department

The Health and Safety Department will:

1. Coordinate the District's Health and Safety program;
2. Develop, implement, and maintain written plans required by the applicable regulatory agencies including Occupational Safety and Health Administration, (OSHA), Minnesota Department of Health (MDH), Minnesota Pollution Control Agency (MPCA), and Environmental Protection Agency (EPA).
3. Develop safety training materials for staff; and
4. Conduct workplace evaluations to identify hazards.

## G. Assistant Superintendents/Directors

Management personnel will:

Promote safety and assign responsibility as necessary to ensure compliance.

## II. Programs

For the purpose of implementing Policy 806 – The District will implement a Health & Safety Program that includes the specific plan requirements listed below. The District will identify a contact person to oversee compliance, monitor regulatory changes and respond to agency correspondence for each program.

### A. Asbestos

1. Ensure that the designated person is Asbestos Hazard Emergency Response Act (AHERA) trained.
2. Develop and implement a written Asbestos Management Plan.
3. Develop and disseminate annual written notification.
4. Establish an asbestos work order system including notification to outside contractors and vendors of asbestos locations and procedures.
5. Establish standard operating procedures for working with asbestos.
6. Establish emergency response procedures for fiber release episodes.
7. Establish respiratory protection program component for asbestos.
8. Conduct six-month periodic surveillance inspections of asbestos.
9. Maintain and update asbestos inventories.
10. Maintain records of asbestos events per Occupational Safety and Health Administration, (OSHA) and Asbestos Hazard Emergency Response Act (AHERA).
11. Establish and implement medical monitoring and surveillance program.
12. Schedule response action implementation.
13. Provide accredited project designer for projects that exceed three feet.
14. Post asbestos warning labels in routine maintenance areas.
15. Provide two-hour Asbestos Awareness training for all maintenance/custodial employees.
16. Conduct re-inspections of asbestos every three years.

### B. Bloodborne Pathogens

1. Identify and document job categories in which employees may be at risk of exposure.
2. Develop and implement a written Exposure Control Plan.
3. Train affected employees on specific procedures and universal precautions.
4. Provide Hepatitis B vaccinations to eligible employees.
5. Provide and ensure the use of protective equipment as needed.
6. Provide sharps containers for disposal of needles and other contaminated materials.
7. Establish follow-up procedures for exposure incidents.
8. Develop and implement recordkeeping procedures.

### C. Community Right to Know

1. Survey facility for hazardous materials in reportable quantities.
2. Develop and maintain hazardous materials storage procedures.
3. Develop and implement procedures for annual reporting to regulatory agencies.
4. Train affected employees on proper methods and procedures.
5. Develop and implement recordkeeping procedures.

### D. Compressed Gasses

1. Survey the facility to determine compressed gas applications.
2. Identify compressed gas toxic and physical hazards.
3. Ensure that all compressed gas cylinders are secured to prevent tipping over.
4. Evaluate compressed gas application to determine if confined space rules apply.
5. Determine need for metering equipment/supplies.
6. Train affected employees on proper methods and procedures.
7. Develop and implement recordkeeping procedures.

E. Confined Space Entry

1. Survey the facility to identify all permit and non-permit confined spaces and hazards.
2. Establish confined space entry procedures.
3. Develop and implement a written Confined Space Entry Plan.
4. Provide and ensure the use of ventilation, communication, personal protective and gas testing equipment, as needed.
5. Train affected employees on proper methods and procedures.
6. Develop and implement recordkeeping procedures.
- 7.

F. Electrical Safety

1. Survey and document work practices that require electrical safety procedures.
2. Train affected employees on proper methods and procedures.
3. Provide and ensure the use of protective equipment.
4. Develop and implement recordkeeping procedures.

G. Employee Right to Know (ERK)

1. Survey the facility for chemical, heat, noise, radiation and infectious agent hazards.
2. Develop and implement a written Employee Right-To-Know Plan.
3. Perform chemical inventory and update at least annually.
4. Secure and maintain Safety Data Sheet (SDSs) for all hazardous materials.
5. Monitor use and markings on secondary use containers.
6. Ensure placement of current Safety and Health Protection on The Job posters.
7. Train affected employees on proper methods and procedures.
8. Provide and ensure the use of personal protective equipment.
9. Develop and implement recordkeeping procedures.

H. Fall Protection

1. Develop and implement a written Fall Protection Plan.
2. Establish procedures for working safely at elevated heights.
3. Provide and ensure the use of fall protection equipment.
4. Establish procedures for the proper set-up and use of scaffolding.
5. Train affected employees on proper methods and procedures.
6. Develop and implement recordkeeping procedures.

I. Fire Prevention

1. Survey facilities for fire hazards and code violations.
2. Develop procedures for reporting and correcting problems.
3. Establish restrictions on activities that could jeopardize fire safety.
4. Provide flammable liquid storage cabinets where quantity limits are exceeded.
5. Train affected employees on proper methods and procedures.
6. Ensure that all buildings maintain proper egress routes for safe exiting.
7. Inspect, test and properly maintain fire detection, sprinkler and alarm systems, fire extinguishers, exit signs, and emergency lights.
8. Develop and implement recordkeeping procedures.

J. First Aid/Cardio Pulmonary Resuscitation (CPR)/Automated External Defibrillator (AED)

1. Develop and implement program to provide first aid kits and AEDs.
2. Obtain written authorization for AED purchase and use from a physician.
3. Develop and implement a written AED Management Plan and Cardiac Emergency Response Plan.
4. Provide First Aid/CPR/AED training as required.
5. Provide and ensure the use of personal protective equipment.
6. Survey facilities for areas that need emergency eyewashes/showers.
7. Develop and implement flushing and maintenance program for eyewashes/showers.
8. Train affected employees on proper methods and procedures.
9. Develop and implement recordkeeping procedures.

K. Fleet Safety

1. Determine which employees operate affected vehicles.

2. Develop and implement a written Fleet Safety Plan.
  3. Develop and implement a routine vehicle inspection program.
  4. Establish standard operating procedures.
  5. Train affected employees on proper methods and procedures.
  6. Develop and implement record keeping procedures.
  - 7.
- L. Forklift Safety
1. Determine which employees operate powered industrial trucks.
  2. Train affected employees on proper methods and procedures.
  3. Establish standard operating procedures.
  4. Evaluate and document operator performance.
  5. Develop and implement an equipment inspection program.
  6. Monitor updates on regulatory changes and new developments.
  7. Develop and implement record keeping procedures.
- M. Hazardous Waste
1. Identify school district contact person.
  2. Identify hazardous waste streams by functional areas and by waste stream types.
  3. Examine facility hazardous waste product generation potential.
  4. Identify actions that minimize or eliminate hazardous waste generation.
  5. Develop containerization and labeling procedures.
  6. Review current handling and storage procedures.
  7. Implement proper waste inspection, disposal and manifesting procedures.
  8. Prohibit the release of hazardous materials into a sewer, storm ditch, drainage canal, lake, river, or upon the ground, sidewalk, street or highway, or into the atmosphere.
  9. Acquire Environmental Protection Agency (EPA) generator number and Minnesota Pollution Control Agency (MPCA) annual permit for each building generating hazardous waste.
  10. Train affected employees on proper methods and procedures.
  11. Evaluate boiler and other stack emissions to air with respect to current Minnesota Pollution Control Agency (MPCA) stack emissions standards.
  12. Develop and implement record keeping procedures.
- N. Hearing Conservation
1. Survey facilities to determine all noise hazards.
  2. Develop and implement a written Hearing Conservation Plan.
  3. Develop, implement and monitor proper practices and procedures.
  4. Train affected employees on proper methods and procedures.
  5. Provide and ensure the use of personal protective equipment.
  6. Develop and implement recordkeeping procedures.
- O. Hoist, Lift and Elevator Safety
1. Survey facilities to identify hoists, lifts, backhoes and elevators.
  2. Develop and implement a routine inspection program.
  3. Establish standard operating procedures.
  4. Ensure safety latches are provided on all hoist hooks used on a hoist.
  5. Train affected employees on proper methods and procedures.
  6. Develop and implement record keeping procedures.
- P. Indoor Air Quality (IAQ)
1. Establish communication pathway to notify staff, parents and students who the Indoor Air Quality Coordinator is and how to contact him/her.
  2. Develop and implement a written Indoor Air Quality (IAQ) Management Plan encompassing the U.S. Environmental Protection Agency (EPA's) Tools for Schools.
  3. Conduct annual walk-through inspections/surveys to identify conditions that could cause Indoor Air Quality (IAQ) problems (water intrusion problems, ventilation failures, housekeeping issues, etc.).
  4. Implement operations and maintenance plan to maintain building components and mechanical systems.

5. Establish policies/procedures for managing activities that impact the indoor air quality (e.g. animal use, pest management, renovation work, painting, housekeeping, etc.).
  6. Establish procedures for identifying, reporting and correcting problems.
  7. Train employees on their role in maintaining good indoor air quality.
  8. Develop and implement recordkeeping procedures.
- Q. Integrated Pest Management (IPM)
1. Develop and implement written Integrated Pest Management Plan.
  2. Develop, implement and monitor proper practices and procedures.
  3. Develop and implement written compliance program for the Janet B. Johnson Parents' Right-to-Know Act.
  4. Establish communication pathway to notify staff and parents of pesticide applications.
  5. Include annual notice in Parent Handbook that application schedules are available.
  6. Provide individual notice to parents, as requested, of application schedule changes.
  7. Develop and implement recordkeeping procedures.
- R. Laboratory Safety
1. Identify school district contact person.
  2. Designate a Chemical Hygiene Officer in each secondary school.
  3. Survey labs to identify potential chemical exposure hazards.
  4. Develop and implement a written Chemical Hygiene Plan (CHP) for all laboratories.
  5. Develop and document routine chemical handling, bulk dispensing, storage and disposal procedures.
  6. Eliminate chemicals and substances where the risk exceeds the educational value.
  7. Evaluate and maintain proper engineering controls (e.g. ventilation, chemical storage).
  8. Develop and implement proper work practices and procedures.
  9. Provide spill kits necessary for responding to spills of hazardous materials.
  10. Train affected employees on proper methods and procedures.
  11. Provide and ensure the use of personal protective equipment.
  12. Conduct quarterly inspections for compliance with the Lab Standard.
  13. Develop and implement recordkeeping procedures.
- S. Lead in Water
1. Survey each facility to identify drinking water taps and fixtures.
  2. Conduct water sampling as provided for under Minnesota Department of Health (MDH) and U.S. Environmental Protection Agency (EPA) rules and guidelines.
  3. Comply with Minnesota Department of Health (MDH) Lead in School Drinking Water provisions.
  4. Ensure new and replacement hardware meets National Sanitation Foundation (NSF) lead-free criteria.
  5. Review management plan as needed, and update (at least annually).
  6. Develop and implement record keeping procedures.
- V. Lockout / Tagout
1. Survey the facility to identify energy potential physical hazards, which require lockout/tagout.
  2. Develop and implement a written Lockout/Tagout Plan.
  3. Establish lockout/tagout procedures.
  4. Train affected employees on proper methods and procedures.
  5. Provide locks, tags and other isolation devices.
  6. Develop and implement recordkeeping procedures.
- W. Machine Guarding
1. Survey fixed machinery and equipment to identify hazards.
  2. Provide and ensure the use of proper guards on all equipment.
  3. Provide power outage protection for all required equipment.
  4. Provide emergency stops for all required equipment.

5. Provide non-slip floor surfacing by all required equipment.
  6. Train affected employees on proper methods and procedures.
  7. Post signs and labels as appropriate to caution users of potential hazards and to establish safe work practices.
  8. Establish procedures to ensure that new and replacement equipment meet Occupational Safety and Health Administration, (OSHA) machine guarding criteria.
- X. Personal Protective Equipment (PPE)
1. Survey the facility to identify processes that could be hazardous to hands, feet and face, per standards.
  2. Develop and implement a written Personal Protective Equipment Plan.
  3. Train affected employees on proper methods and procedures.
  4. Provide and ensure the use of personal protective equipment as needed.
  5. Monitor equipment usage, storage and maintenance practices.
  6. Develop and implement recordkeeping procedures.
- Y. Playground Safety
1. Conduct an audit of playground facilities to identify hazards.
  2. Develop and implement a written Playground Safety Plan.
  3. Establish an equipment inspection/maintenance program.
  4. Train affected employees on proper methods and procedures.
  5. Ensure that impact attenuating surface materials are maintained at proper levels.
  6. Ensure that all new playground facilities meet accessibility standards.
- Z. Radon
1. Conduct radon sampling as per Minnesota Department of Health (MDH) and U.S. Environmental Protection Agency (EPA) rules and guidelines.
  2. Coordinate diagnostics and mitigation of elevated radon levels.
  3. Develop and implement record keeping procedures.
- AA. Respiratory Protection
1. Survey and document work practices that require respiratory protection
  2. Evaluate and quantify when necessary the exposure potential of work practices.
  3. Develop and implement a written Respiratory Protection Plan.
  4. Establish respiratory protection practices and procedures.
  5. Train affected employees on proper methods and procedures.
  6. Provide respirator medical evaluations and fit tests as needed.
  7. Develop and implement recordkeeping procedures.
- BB. Underground (UST) and Above Ground (AST) Storage Tanks
1. Survey facilities to identify underground and above ground storage tanks.
  2. Ensure that all USTs above 110 gallons are Minnesota Pollution Control Agency (MPCA)-registered.
  3. Ensure that all new installations are reviewed by fire marshal.
  4. Provide leak detection, overfill protection, and corrosion protection systems.
  5. Provide and maintain inventory control forms.
- CC. Welding, Cutting and Brazing
1. Survey and document work practices that require fire safety procedures.
  2. Develop and implement a written Hot Work Plan that outlines minimum safety requirements for welding, cutting and brazing.
  3. Train affected employees on proper methods and procedures.
  4. Provide and ensure the use of protective equipment.
  5. Develop and implement recordkeeping procedures.

### III. Program Review

The District will review written plans at least annually.

Revised:

Adopted: 12/19/06

***Legal References***

M.S. 121A.035, Subd. 2

M.S. 123B.57, Subd. 2

# Cardiac Emergency Response Plan

School District Name: Osseo Area Schools ISD 279

## Purpose and Implementation

The cardiac emergency response plan (CERP) was developed to provide Osseo Area Schools with a comprehensive strategy for the preparation of and response to cardiac emergencies in the school setting in accordance with [Minnesota Statutes 2024, section 121A.035](#) Crisis Management Policy and [Minnesota Statutes 2025, section 121A.241](#) Cardiac Emergency Response Plan (CERP). This plan will be included in a building level crisis management plan under crisis specific procedures for cardiac emergencies.

## List of Abbreviations

<u>Abbreviations</u>	<u>Definitions</u>
AED	automated external defibrillator
CERP	cardiac emergency response plan
CERT	cardiac emergency response team
CPR	cardiopulmonary resuscitation
EMS	emergency medical services
SCA	sudden cardiac arrest

## Definition of Sudden Cardiac Arrest

The American Heart Association (AHA) defines sudden cardiac arrest (SCA) as a sudden and unexpected loss of heart function where the heart stops beating due to an irregular heart rhythm in persons who may or may not have been diagnosed with a heart condition. When the heart beats abnormally it affects its ability to pump blood which may lead to cardiac arrest vi. Without immediate response and treatment, the person may lose consciousness and collapse, leading to death within minutes.

Signs of sudden cardiac arrest may include one or more of the following:

- Not moving, unresponsive, or unconscious
- Not breathing normally (e.g., may have irregular breathing patterns, gasping or gurgling, or may not be breathing at all)
- Seizure or convulsion-like movements
- In some cases, SCA may also occur shortly following a firm, sudden, direct hit to the chest.

## Forming a Cardiac Emergency Response Team (CERT)

District CERP Coordinator(s) will include the Health Services Coordinator, Assistant Director of Security and Emergency Management and the Coordinator of Health and Safety to support the overall development, implementation, and evaluation of a written and practiced plan for cardiac emergencies on school grounds.

The school administrator in each building designates staff that are available, willing and preferably certified in CPR and AED use, and may include school nurses, physical education teachers, activities directors, coaches, office and maintenance staff, staff overseeing recess, and any other staff who are present before, during, or after the school day. Best practice suggests including at least five people or 10% of overall staff (AHA, 2025). Minnesota Statutes 2025, section 121A.241, subdivision 2(1).

### Discuss Roles and Responsibilities

Identify and discuss specific tasks within the emergency response team. CERT members should be prepared to assist in multiple roles if necessary to account for when staff are absent or not available at the time of the emergency response.

1. Staff member to call 911
2. Staff member to retrieve the AED
3. Staff member to meet EMS at the quickest entry to access the scene
4. Staff member to clear the area and manage possible crowds
5. Staff members to assist with compressions and AED use
6. Staff member to document the event timeline and transition report to EMS

### Cardiac Emergency Response Team

Staff Name/Title or Department	CPR/AED Certification Date

## Responding to Afterhours Emergencies at School Sponsored Events

In case of a sudden cardiac arrest emergency during after hours events, follow the Medical Emergency protocol in the After Hours Emergency Reference Guide.

## Automated External Defibrillator (AED) Equipment

Automated external defibrillators (AEDs) are devices used to analyze the heart's rhythm and, if necessary, deliver an electrical shock, to restore a normal rhythm. AEDs are lifesaving devices designed to be easy to use with visual and audio guidance.

## Automated External Defibrillator (AED) Locations

AEDs must be placed in high-traffic, accessible locations (e.g., cafeterias, gymnasiums) to ensure **retrieval and delivery ideally within 3 minutes** of notification of the emergency.

## AED Registry

AEDs purchased by the district will be registered with the **National Emergency AED Registry (NEAR)** via [PulsePoint AED](#) according to [Minnesota Statutes 2024, section 403.51](#).

## AED Maintenance

Routine maintenance is provided by the Health and Safety Department with assistance from Building Engineers.

This plan designates the following school staff or department to maintain AED registry and maintenance of equipment including regular safety checks to verify expiration dates for device pads and batteries and to ensure equipment is functioning properly:

Staff Name/Department	Responsibility
Dale Heckenliable, Health and Safety	AED registry, verify pad/battery expirations, repair and replace.
	Monthly safety checks

## AED Site Map

Site map with indoor and outdoor AED locations

*[Insert or attach site map]*

AED Location	Nearest High Traffic Area	Co-located Items
		naloxone
		naloxone
		naloxone
		naloxone
		naloxone

## Communication Plan

### How to Activate the CERT and Local Emergency Medical Services (EMS)

Communication is a critical component in the team's efficient emergency response. The following plan outlines how staff members activate local EMS and the CERT in a consistent manner using overhead page, two-way radio, phone, or other communication device covering all areas of the school's campus, both inside and outside of the facility. with consideration for confidentiality.

- **Initial Alert:** Any staff member witnessing a collapse should immediately call 911
- **Internal Notification:** Activate the CERT via *[insert the school's preferred plan for communication e.g., Overhead Page, Two-Way Radio, Phone, or Raptor Medical Team Assist]*
- **Standard Script:** "There is a cardiac emergency in *[specific location]* and 911 has been called"
- **Building Status:** School will be placed in a "hold" for medical emergency to clear hallways

### Integration of Local EMS with School CERP

School administrators and CERT members develop and implement the CERP in cooperation with relevant local emergency responders, school health services and security and emergency management departments, school nurses, athletic staff, and other members of the school or community medical team. The school's CERP with

locations of onsite AEDs is provided, along with facility diagrams and site plans to first responders, as requested. Minn. Stat. 121A.241, subd. 2(4) (2025).

The school administrator has designated *[insert CERT member name]* as the person responsible for updating the CERP annually with Security and Emergency Management.

## Staff Training

### Required Staff Training

Training for all staff will be provided through Vector at the start of each school year to provide education on the Cardiac Emergency Response Plan, how to recognize sudden cardiac arrest, activate EMS, initiate a building's Cardiac Emergency Response Team, perform quality hands only CPR, and know the locations of AEDs on their building campus.

### Voluntary CPR Certification

Certification formally recognizes a person's proficiency in performing CPR and AED use. Certification is obtained through a nationally recognized organization, such as American Heart Association, the American Red Cross, and others, and includes written and hands-on testing of competency.

Emergency Response Team members are encouraged to maintain CPR/AED certification, renewed at least every two years through nationally recognized organizations like American Heart Association or American Red Cross.

District staff and coaches will have the opportunity to become CPR and AED certified through after hours programs provided by the district.

## Student Instruction and Practice

Minnesota law requires grade 7-12 students receive onetime CPR and AED use instruction with hands-on practice as part of the curriculum. Minnesota Statutes 2025, section 120B.236. Schools should consider instructing students on the building's AED locations and how to initiate the emergency response team.

## Annual Drills

Research shows that having a written and practiced CERP with regular practice drills can increase the chance of survival to 70% compared to less than 10% without such practice (Evans, 2024). Minnesota Statutes 2025, section 121A.241, subdivision 2(5) requires schools to conduct **annual drills** involving staff and students. A successful drill is defined by the American Heart Association as full completion of the protocol in **5 minutes or less**.

The school's plan for practice drills is as follows:

<b>Practice Drill</b>	<b>Staff/Students Involved</b>	<b>Location</b>	<b>Date/Time to Complete</b>
Table Top	[e.g., CERT, additional staff or student names]		Trimester 1 20minutes
Hands on Simulation	[e.g., CERT, additional staff or student names]		During Trimester 2 Hold Drill 10minutes

## Cardiac Emergency Response Procedure

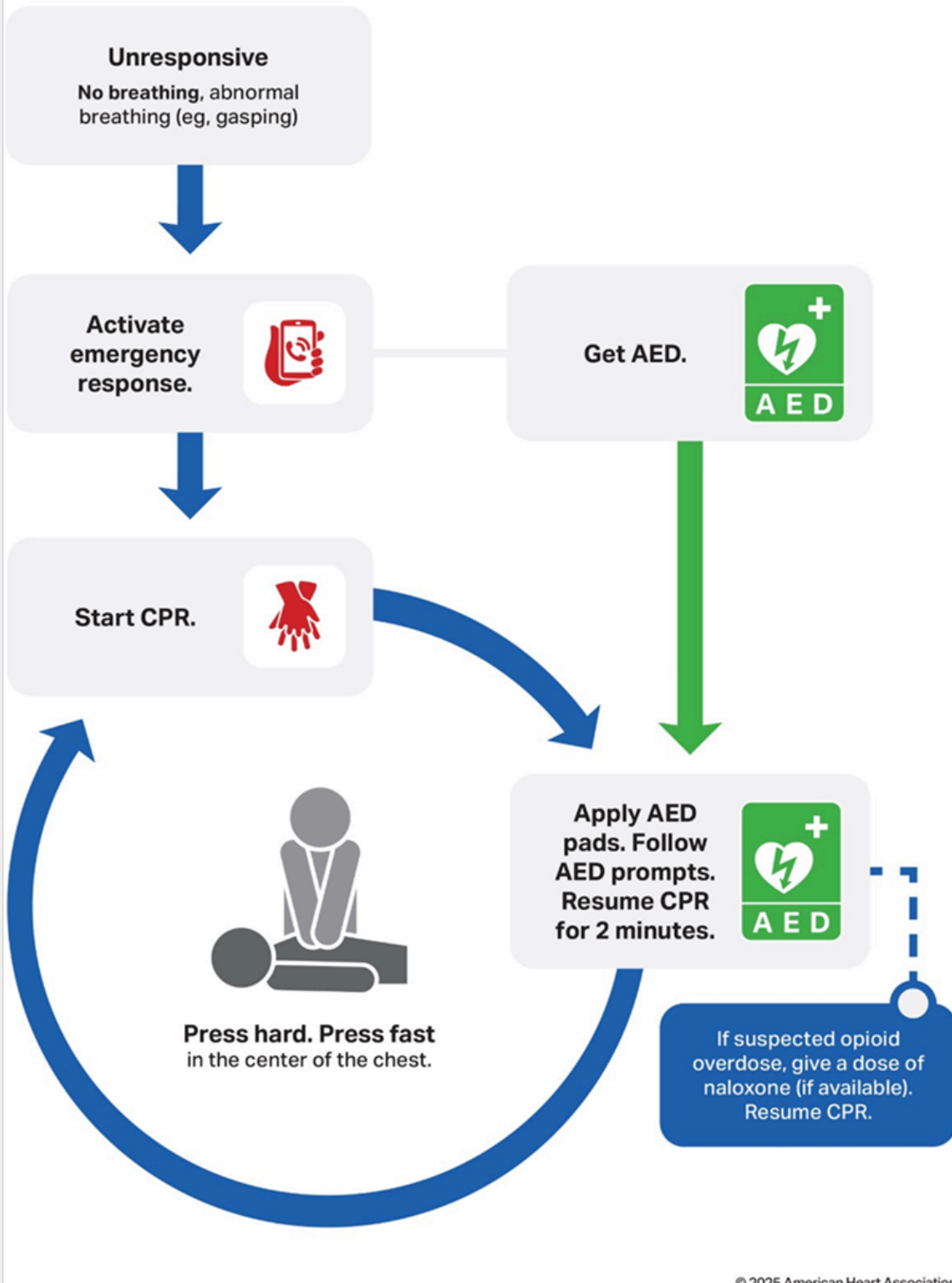
Although most school staff do not have a background in the medical field, it is possible that a situation will arise that requires quick action from staff to successfully respond to a medical emergency. This protocol provides step-by-step guidance that all staff can follow in the event of a cardiac emergency.

**Scenario:** A person is found on the ground, not responding to verbal prompts or physical touch. The person is observed to have abnormal breathing (irregular breaths, gasping, or not breathing at all), and may begin to show seizure-like movements or convulsions. You need to take immediate action.

1. **Recognize signs of SCA** (may include one or more of the following).
  - Not moving, unresponsive, or unconscious
  - Not breathing normally (e.g., irregular breathing patterns, gasping or gurgling, or may not be breathing at all)
  - Seizure or convulsion-like movements
2. **Call 911:** Direct a specific person to call and stay on the line and answer dispatcher questions
  - Provide building address: **[insert school address]** and include closest entry point, if possible, (e.g., “Door A”)
  - Explain the person’s condition and symptoms
  - Listen carefully to the dispatcher for additional guidance
3. **Activate CERT:** Use the internal communication plan to alert the team. *“There is a cardiac emergency in [specific location] and 911 has been called.”*
  - Schools follow communication procedures within the crisis management plan for placing the school or area of the school in a **“hold”** for medical emergency.
4. **Retrieve AED:** Designate a person to retrieve the nearest AED.
5. **Start CPR:** Place the unresponsive person on their back, on a firm, flat surface and begin chest compressions (100-120 per minute).
  - Use 2-hands placing the heel of one hand in the center of the chest, on the lower half of the breastbone, and the other hand directly on top, interlocking fingers (use one hand for smaller adults and children).
  - If you are able and willing to provide rescue breaths, use a barrier mask and provide 2 breaths after 30 compressions.
  - Continue compressions until EMS arrives.
6. **Turn on the AED:** Apply the pads and follow all audio/visual prompts.
7. **Transfer Care:** Report the time found and CPR start time to EMS.
8. **Document:** A designated CERT member must record all event timings and conditions.

# Act Now. Save a Life.

Follow these steps to take action.



## Post-Event Procedures

- **Notification:** Notify emergency contacts following the crisis management plan.
- **AED Data:** Provide AED data to medical providers if requested.
- **After-Action Review:** CERT members should debrief to identify successes and improvements to the plan.
- **Mental Health Support:** Implement a plan for supporting staff and student mental health needs following their participation in or observation of the event. The plan may include support through the Employee Assistance Program or Regional Crisis Response Team (Minnesota Statewide Crisis Management Team).

## Annual Review

The School Board and CERP Coordinator will review this plan annually to ensure it reflects current evidence-based best practices. Minnesota Statutes 2025, section 121A.241, subdivision 2 (6).

Planning and evaluation tools are provided in the MDE Model CERP for Schools, Appendix B.

## Legal References

- Minnesota Statutes 2025, section 121A.241 Cardiac Emergency Response Plan
- Minnesota Statutes 2025, section 121A.035 Crisis Management Policy
- Minnesota Statutes 2025, section 120B.236 CPR and AED Instruction
- Minnesota Statutes 2025, section 403.51 Automatic External Defibrillation; Registration
- Minnesota Statutes 2025, section 604A.01 Good Samaritan Law

## References

American Heart Association. (2025). Cardiac emergency response plan and protocol. [https://cpr.heart.org/en/-/media/CPR-Files/Training-Programs/2025-CERP/Cardiac-Emergency-Response-Plan-and-Protocol042025.pdf?sc\\_lang=en](https://cpr.heart.org/en/-/media/CPR-Files/Training-Programs/2025-CERP/Cardiac-Emergency-Response-Plan-and-Protocol042025.pdf?sc_lang=en)

Evans S, Legg M. (2024). Cardiac emergency response plan: Is your school prepared? NASN School Nurse, 39(4):175-180. <https://doi.org/10.1177/1942602X231201087>

## Resources

**Project ADAM resources.** Adapted from Project ADAM National resources; for additional resources please visit [www.projectadam.com/Heartsafeschools](http://www.projectadam.com/Heartsafeschools).

Children's Minnesota – Project ADAM:

<https://www.childrensmn.org/services/care-specialties-departments/cardiovascular-program/conditions-and-services/project-adam/>

## 400 and 600 Policies and Procedures

### Series 400 – Personnel

Policy #	Policy Title
403	Discipline, Suspension and Dismissal of School District Employees
404	Family and Medical Leave for School District Employees
406	Public and Private Personnel Data
414	Mandated Reporting of Child Neglect or Abuse
416	Drug and Alcohol Testing
418	Drug-Free Workplace
419	Tobacco-Free Environment
420	Students and Employees with Communicable Diseases and Infectious Conditions
421	Gifts to District Personnel
423	Employee-Student Relationships
427	Workload Limits for Certain Special Education Teachers
430	Recruitment and Selection
435	Qualification of Personnel
441	Digital Technologies and Digital Systems Acceptable Use
442	Policy: Travel
443	Tutoring of Students
452	Firearm Restrictions for Employees

### Series 600 – Educational Program

Policy #	Policy Title
602	School Calendar
613	Graduation Requirements
614	Compliance with State Tests Required for Graduation
616	World’s Best Workforce
624	Online Learning Options
626	Educational Programs – Grading and Reporting Student Achievement
641	Alternative Instruction
643	Human Sexuality and Sexually Transmitted Infections Education
644	Community Resource Persons
645	Charter Schools
647	Pledge of Allegiance
652	Instructional Materials Selection, Production and Reevaluation