



Agenda
Osseo Area Schools
School Board

Regular Business Meeting
Educational Service Center - N10
11200 93rd Ave N
Maple Grove, MN 55369
Tuesday, October 6, 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 (Watch Livestream). An archived recording will also be available on the district website.

Agenda Items

1. Check in
Amy Moore, General Counsel
2. 400 Series: Personnel
 - A. 406 Policy and Procedure: Public and Private Personnel Data 2
 - B. 414 Policy and Procedure: Mandated Reporting of Child Neglect or Abuse 7
 - C. 423 Policy and Procedure: Employee-Student Relationships 20
 - D. 452 Policy: Firearm Restrictions for Employees 24
3. 600 Series: Educational Program
 - A. 616 Policy and Procedure: World's Best Workforce 25
 - B. 624 Policy and Procedure: Online Learning Options 30
 - C. 626 Policy and Procedure: Educational Programs - Grading and Reporting Student Achievement 35
 - D. 641 Policy: Alternative Instruction 39
4. 2026-2027 Policy Calendar Review 40
5. Next Meeting: December 8, 2026
6. 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, under "About Us > School Board."

POLICY 406 – PUBLIC AND PRIVATE PERSONNEL DATA

I. PURPOSE

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its personnel.

II. GENERAL STATEMENT OF POLICY

- A. All data on individuals collected, created, received, maintained or disseminated by the school district which are classified by statute or federal law as public, will be accessible to the public pursuant to the procedures established by the school district.
- B. All other data on individuals are private or confidential.
- C. Employees may authorize release of private data about themselves through use of the Employee Authorization for Release of Private Personnel Data.

III. RESPONSIBLE AUTHORITY

- A. The superintendent is the responsible authority for the school district for carryout the duties and responsibilities of government entities for collection, maintaining, and disseminating government data as required by federal or state laws. By written appointment orders, the Superintendent may delegate responsibilities to designees who are employed by the school district.
- B. Requests for public and private personnel data may be made as described on the school district's webpage.~~should be made to the Data Practices Compliance Official~~
- C. The Data Practices Compliance Official will be appointed by the Superintendent and is the employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

Revised:

Reviewed: 02/20/24

Revised: 01/17/17

Revised: 09/23/14

Revised: 09/10/13

Adopted: 11/03/04

Amended: 11/1/11

Cross References:

Policy 515 – Protection and Privacy of Education Records

Legal References:

Minn. R.ch. 1205 (Data Practices)

Minn. Stat. ch.13 (Minnesota Government Data Practices Act)

Minn. Stat. § 122A.20, subd. 2 (Mandatory Reporting)

Minn. Stat. § 253B.07n subd. 1

45 C.F.R. Parts 160 and 164 (HIPAA Regulations)

PROCEDURE 406 – PUBLIC AND PRIVATE PERSONNEL DATA

- I. The following definitions apply to Policy and Procedures 406.
 - A. "Public" means that data are available to anyone who requests it.
 - B. "Private" means the data are available to the subject of the data and to school district staff who need it to conduct the business of the school district.
 - C. "Confidential" means the data are not available to the data subject.
 - D. "Personnel data" means data on individuals maintained because the individual is or was an employee of or an applicant for employment by, performs services on a voluntary basis for, or acts as an independent contractor with a government entity.
 - E. "Finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.
 - F. "Protected health information" means individually identifiable health information transmitted in electronic form by a school district acting as a health care provider. "Protected health information" excludes health information in education records covered by FERPA and employment records held by a school district in its role as employer.
 - G. "Public official" means business manager; human resources director; activities coordinator whose duties include at least 50% of his or her time spent in administration, personnel, supervision, and evaluations; chief financial officer; director; and any individual defined as superintendent, principal, or director who is employed in a position requiring an administrative license.
 - ~~H. "Data Practices Compliance Official" means the school district's Executive Director of Human Resources.~~
- II. Access to Personnel Data for Employees
 - A. All requests for access to personnel data should be made ~~to the Data Practices Compliance Official as described on the school district's webpage. The Data Practices Compliance Official may require a written request for information.~~
 - B. ~~P~~The Data Practices Compliance Official will release public personnel data will be provided within a reasonable time of the request.
 - C. ~~P~~The Data Practices Compliance Official will release private personnel data will be provided within ten working days of the written request for information.
- III. Access to Personnel Data
 - A. The following information on employees, including volunteer and independent contractors working for the school district is public.
 1. Personal Information
 - a. Name
 - b. Employee identification number
 - c. Education and training background
 - d. Previous work experience
 2. Compensation-related information
 - a. Actual gross salary or contract fees
 - b. Salary range
 - c. Actual gross pension
 - d. Value and nature of employer paid fringe benefits including group insurance
 - e. The basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary
 - f. Payroll time sheets or other comparable data that are only used to account for the employees work time for payroll purposes, except to the extent that release of time sheets would reveal the employees reasons for use of sick or other medical or other non-public data.
 3. Work and performance information
 - a. Job title and bargaining unit

- b. Job description
 - c. Date of first and last employment
 - d. Work location
 - e. Work telephone number
 - f. Work email addresses
 - g. Honors and awards received
 - h. Existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in disciplinary action
 - i. The final disposition of any disciplinary action together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district
 - j. The terms of any agreement settling any dispute arising out of the employment relationship
 - k. Work related continuing education
 - l. Terms and conditions of the employment relationship
 - m. Data relating to a complaint or charge against a public official if:
 - (i) the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or
 - (ii) potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement with another person. Data that is classified as private under another law is not made public by this provision.
4. Applicants for employment
- a. The names of applicants who have been selected to be interviewed by the school board for an opening
 - b. Veteran status
 - c. Relevant test scores
 - d. Rank on eligible list
 - e. Job history
 - f. Education and training
 - g. Work availability
- B. Data relating to a complaint or charge against a public official if:
- 1. the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or
 - 2. potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement. Data that are classified as private under another law are not made public by this provision.

IV. Access to Private Personnel Data

- A. All personnel data not listed in section III above are private and will only be shared with school district staff whose work requires such access. Private data on an employee may also be released in accordance with the employee's informed written consent or if otherwise authorized by law. ~~Legally authorized release of private personnel data includes the following.~~
- B. Legally authorized release of private personnel data includes the following. The school district may:
 - 1. Display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.
 - 2. Release personnel data if necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee.
 - 3. Release data that are relevant to the concerns for safety to
 - a. The person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
 - b. A pre-petition screening team conducting an investigation of the employee or part of a civil commitment process; or

- c. A court, law enforcement agency or prosecuting authority.
 4. Release private data or confidential investigative data on employees to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of such crime or alleged crime.
 5. Provide to a complainant access to that complainant's statement given in connection with a complaint or charge against an employee.
 6. When allegations of sexual or other types of harassment are made against an employee, the employee will not have access to data that would identify the complainant or other witnesses if the school district determines that the employee's access to that would:
 - a. Threaten the personal safety of the complainant or witness; or
 - b. Subject the complainant or witness to harassment.
 - c. Unless a disciplinary proceeding is initiated against the employee and data on the complainant or witness is necessary for the employee to prepare for the proceeding.
 7. Make any report to the Board of Teaching or the Board of School Administrators as required by Minnesota laws and will upon written request from the licensing board having jurisdiction over a teacher's license, provide the licensing board with information about the teacher from the school district's files including any termination or disciplinary action.
 8. Provide private personnel data to the Department of Economic Security for the purpose of administration of the unemployment insurance program.
 9. At the request of the Minnesota Department of Education, for the purposes of an assessment or investigation of a maltreatment report, provide to the Minnesota Department of Education relevant private data about an employee alleged to have committed maltreatment.
 10. Comply with all privacy requirements to the extent the school district transmits protected health information.
- C. Upon request, personnel data must be disseminated to labor organizations to the necessary to conduct elections, investigate and process grievances and implement the provisions of Minnesota Statutes chapters 179 and 179A. Personnel data shall be disseminated to labor organizations and the Bureau of Mediation Services to the extent the dissemination is ordered or authorized by the Commissioner of the Minnesota Bureau of Mediation Services.

The home addresses, nonemployer issued phone numbers and email addresses, dates of birth, and emails or other communications between exclusive representatives and their members, prospective members, and nonmembers are private data on individuals.

Dissemination of personnel data to a labor organization pursuant to Minnesota Statutes, section 13.43, subdivision 6, shall not subject the school district to liability under Minnesota Statutes, Section 13.08.

Personnel data described under Minnesota Statutes, section 179A.07, subdivision 8, must be disseminated to an exclusive representative under the terms of that subdivision.

V. Multiple Classifications

If data on individuals are classified as both private and confidential by the Minnesota Government Data Practices Act, or any other state or federal law, the data are private.

VI. Change of Classifications

The classification of data in the possession of the school district will change if it is required to do so to comply with the judicial and administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

VII. Cost for Copies

Access to data is free. The school district may charge for copies of data.

VIII. Employee Authorization to Release Form

An employee authorization form is included in these regulations.

Revised:

Reviewed: 02/20/24

Revised: 11/21/23

Revised: 01/17/17

Revised: 09/23/14

Revised: 09/10/13

Adopted: 11/03/04

Amended: 11/1/11

Cross References:

Policy 515 – Protection and Privacy of Education Records

Legal References:

Minn. Stat. ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 13.02 (definitions)

Minn. Stat. § 13.37 (general nonpublic data)

Minn. Stat. § 13.39 (Civil Investigative Data)

Minn. Stat. § 13.43 (Personnel Data)

Minn. Stat. § 122A.20, subd. 2 (Mandatory Reporting)

Minn. Stat. § 253B.07n subd. 1

45 C.F.R. Parts 160 and 164 (HIPAA Regulations)

POLICY 414 – MANDATED REPORTING OF CHILD AND VULNERABLE ADULT NEGLECT OR ABUSE

- I. In accordance with M.S. 626.556 – Reporting of Maltreatment of Minors, the school district requires the reporting of suspected maltreatment of children or vulnerable adults.
- II. Reporting Requirements
 - A. Any employee or agent of the school district who knows or has reason to believe a child is being neglected, subjected to grooming or physically or sexually abused, or has been neglected, subjected to grooming or physically or sexually abused within the preceding three years, will immediately report the information to the local welfare agency, police department, county sheriff, Minnesota Department of Education, or other required agency.
 - B. Any employee or agent of the school district who knows or has reason to believe a vulnerable adult who attends a school district program is being neglected, subjected to grooming or physically or sexually abused, or has been neglected, subjected to grooming or physically or sexually abused within the preceding three years will report immediately to the Hennepin County or the Minnesota Department of Health Minnesota Adult Abuse Reporting Center.~~Common Entry Point for adult protection.~~
 - C. Employees and agents of the school district will not retaliate against any employee who in good faith makes a report required under this Policy 414.
 - D. Employees and agents of the school district will not retaliate against any child or vulnerable adult about whom any report is made.
- III. Responsibility
 - A. The Superintendent is authorized to issue regulations for the implementation of this policy and to provide for such training for staff as is necessary to implement the policy.

Revised:

Reviewed: 2/20/24
Revised: 7/23/13
Adopted: 2/2/99
(formerly Policy 5412)

Revised: 2/20/90
Revised: 6/19/84
Adopted: 11/18/80

Legal References:

M.S. 626.556
M.S. 245.825
M.S. 609.321 - 609.324
M.S. 609.341 - 609.324
M.S. 617.246
M.S. 122A.20, Subd. 2
M.S. 13.01, et seq
M.S. 609.379

Cross References:

Policy 507 - Corporal Punishment

Policy 515 – Protection and Privacy of Education Records

PROCEDURE 414 – MANDATED REPORTING OF MALTREATMENT OF CHILDREN OR VULNERABLE ADULTS

I. Purpose

The purpose of this regulation is to establish the procedures employees must follow in making reports required under law of suspected maltreatment of children or vulnerable adults who are students in the school district; to give guidance on the procedures involved in investigation of allegations; the records maintenance requirements for allegations of abuse or potential abuse; and define the terms used in Policy and Procedure 414.

II. Responsibilities of Employees – Physical Injury

- A. If physical injury to the child or vulnerable adult is apparent, the employee shall follow general procedures to protect the child or vulnerable adult, depending on the circumstances and severity of the injury, including but not limited to:
 1. Obtaining the assistance of school health staff;
 2. Calling, or ordering a call to 911 emergency services;
 3. Providing immediate first aid until other responders arrive and the employee is released from further assistance.
- B. An employee should make a report if circumstances or information received leads the employee in good faith to suspect or believe that maltreatment has occurred.

III. Procedure for Reporting

- A. Suspected abuse or neglect outside of the school by someone other than an employee or other personnel of the school district.
 1. Employees who suspect or who have reason to believe that maltreatment of children or vulnerable adults who are students in the school district has taken place should immediately notify the Hennepin County Child Protection Intake division if a child (~~612-348-3552 Fax: 612-466-9581~~), or Hennepin County Adult Protection Intake if over eighteen (18) and a vulnerable adult (~~612-348-8526~~), and relay the following information:
 - a. The identity of the child or vulnerable adult;
 - b. The identity of any person believed to be responsible for the maltreatment if known;
 - c. The nature and extent of the maltreatment;
 - d. The reporter's name and address;
 - e. The reporter's affiliation with the school district, including position title and school or other location.
 2. If report concerns a child, as soon as possible but no later than~~within~~ 72 hours the reporter shall transmit a written report of the suspected maltreatment to Hennepin County Child Protection.
 3. If the suspected or known behavior is a crime, the reporter may make the initial and written reports to the local Police Department (e.g. Brooklyn Park Police Department, Osseo Police Department or Maple Grove Police Department). If the initial report is made to Hennepin County Child Protection Department, that department may direct the reporter to call the appropriate law enforcement agency.

- B. Suspected abuse or neglect has occurred due to the actions or inaction of an employee or other personnel of the school district.
1. The employee completes the legal reporting process. Employees who suspect or who have reason to believe that maltreatment of children who are students in the school district has occurred and was caused by an employee or other personnel of the school district should
 - a. In the event that the student is younger than eighteen years of age, the reporter should immediately:
 - i. make a telephone report to the Minnesota Department of Education ~~(651-582-8200)~~; and/or
 - ii. transmit a written report to the Minnesota Department of Education ~~(Fax: 651-582-8809)~~ on the department's prescribed form within as soon as possible but no later than 72 hours (exclusive of weekends and holidays);
 - iii. inform the school principal or site administrator that the employee has made such a report; and
 - iv. ~~within 72 hours (exclusive of weekends and holidays) of making a report transmit~~ Provide a copy of the report form to the school district Human Resources department
 - b. In the event that the student is eighteen years of age or older, the reporter should immediately:
 - i. make a telephone report to the Hennepin County Adult Protection Intake ~~(telephone 612-348-8526)~~;
 - ii. follow any instructions from Hennepin County Adult Protection Intake;
 - iii. inform the school principal or site administrator that the employee has made such a report;
 - iv. ~~within 72 hours (exclusive of weekends and holidays) of making a report transmit~~ Provide a copy of the report form to the school district Human Resources Department.
 2. In the event that the suspected perpetrator of the alleged maltreatment is the school principal, site administrator, or department head, the reporter shall inform the school principal's or site administrator's supervisor that such a report has been made.
- C. Employees who know or who have reason to believe that a kidnapping of a child or a deprivation of parental rights has occurred with the regard to a child shall report that information to the local police department and to the school's resource officer immediately.

IV. Responsibilities of Principals, Site Administrators and Department Heads, or Other Supervisors

- A. When a principal, site administrator, department head, or other supervisor receives information that a report of suspected maltreatment of a child or a vulnerable adult by an employee under their supervision has been made, she/he shall:
1. Establish that all reporting requirements of Section III. have been completed, or direct that they be completed;
 2. Assure that the child or vulnerable adult is not in the care of the employee or other personnel of the school district suspected of maltreatment;

3. Notify the parent or legal guardian of the child or vulnerable adult that an incident has occurred;
 4. Notify the appropriate Assistant Superintendent that such a report has been made, and what actions have been taken;
 5. Consult with the school district's Human Resources department regarding actions, if any, to take with respect to the suspected perpetrator; and
 6. Determine whether or not the alleged act constitutes a violation of the Policy 413 prohibiting Harassment and Violence, and if found that it does also follow the procedures required by that policy.
- B. Under no circumstances shall a principal, site administrator, department head or other supervisor dissuade or attempt to dissuade a person required to make a report from doing so.
- C. Unless the principal, site administrator, department head or other supervisor is absent from the premises, the duties above shall not be relegated to another.

V. Investigation

- A. Suspected maltreatment outside of the school due to the actions or inaction of someone other than an employee or other personnel of the school district.
1. The responsibility for investigating reports of suspected neglect, grooming or physical or sexual abuse of a child or maltreatment of a vulnerable adult rests with Hennepin County and Vulnerable Adult Protection Services and/or the respective police departments. The investigating authority may:
 - a. Interview the child or vulnerable adult at school or elsewhere, at their discretion as to location and permissible presence of any district representative at the interview.
 - i. If the interview is to take place at a district school, the interviewer should provide the written notice of the intent to interview to the principal, site administrator or her/his designee prior to the interview.
 - ii. The principal, site administrator or her/his designee may determine the following with regard to the interview taking place at a district site:
 - (1) The time, as long as the interview may be conducted as soon as practicable but in no cases longer than 24 hours (excluding weekends and holidays) after the notification of the intent to interview, unless a later time is deemed necessary by agreement between the principal, site administrator, her/his designee and the agency conducting the interview;
 - (2) The place within the school or site for the interview; and
 - (3) What manner, time, and place for the interview will cause the least disruption of the educational program of the child, vulnerable adult, other students or school employees.
 - b. Interview any person responsible for the care of the child or the vulnerable adult;
 - c. Interview the alleged perpetrator; and
 - d. Interview any person believed to have knowledge of the maltreatment.
 2. The principal, site administrator or her/his designee, or any employee or other personnel of the school district, will not inform the parent or guardian of the child or vulnerable adult of any notification that an interview of the child or vulnerable adult

will be conducted at the school unless or until the investigating authority has notified the school district in writing that the investigation or assessment has been concluded.

3. The principal, site administrator, designee, or any employee or other personnel of the school district will cooperate with the investigation and abide by the determinations of the investigating agency.

B. Suspected maltreatment has occurred due to the actions or inactions of an employee or other personnel of the school district.

1. The school district will conduct its own investigation, in addition to any investigation of the report by the local welfare offices, or local police department responsible, or the Minnesota Department of Education.
 - a. Initial investigation of reports will be conducted by the principal or site administrator working in consultation with the school district's Human Resources Department.
 - b. In the event that the principal or site administrator is absent from the site, the supervising assistant superintendent, ~~Department of Leadership Teaching and Learning (DLTL)~~, or ~~her/his~~ designee will conduct the investigation.
 - c. In the event the principal or site administrator is the alleged perpetrator of the maltreatment, the school district's Human Resources Department will conduct all investigations related to the report.
2. Investigation may include interviewing the alleged victim of maltreatment, or any student, employee or other personnel of the school district that the investigator believes may have information regarding the suspected maltreatment.

VI. Maintenance of School Records Concerning Abuse or Potential Abuse

Principals will annually review Policy 414 – Mandatory Reporting of Maltreatment of Children or Vulnerable Adults with their licensed and support staff. Policy 414 – Mandatory Reporting of Maltreatment of Children or Vulnerable Adults will be referenced in building staff handbooks.

- A. Any notification that a potentially abused or maltreated child or vulnerable adult will be interviewed on school district property is confidential data, and may not be divulged by the school district unless and until notified in writing by the investigating authority that the investigation has been concluded.

- B. The notification identified in ~~Paragraphs V.A.1.a.(1) and VI.A above~~ this Procedure, shall be kept and maintained by the school district unless and until destruction is ordered in writing by the investigating agency or by a court of competent jurisdiction.

VII. Definitions Regarding Maltreatment of a Minor

The alphabetic listing of definitions of terms used in Policy and Procedure 414 related to maltreatment of a minor or vulnerable adult.

- A. "Child" means one under age eighteen (18) and an individual under age twenty-one (21), who is in foster care receiving foster care benefits past age 18 or in voluntary foster care for treatment.

- B. "Other personnel of the school" means any delegate of the school district, including independent contractors, volunteers and visitors, who provides any of the following services to the child:
1. Health services
 2. Education
 3. Social services
 4. Psychological services
 5. Law enforcement
 6. Child care services
- C. "Immediately" means as soon as possible, but in no event longer than twenty-four (24) hours.
- D. "Maltreatment" means any of the following alone, or together:
1. Neglect;
 2. Abuse of a physical or sexual nature;
 3. Mental injury;
 4. Threatened injury;
 - 4.5. Grooming.
- E. "Mandated Reporter" means any employee or other personnel of the school who knows or has reason to believe a child is being neglected, physically or sexually abused or physically or sexually abused within the preceding three years.
- F. "Mental Injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- G. "Neglect"
1. Means:
 - a. Failure by a person responsible for a child's care to supply a child with the necessary items that follow when reasonably able to do so:
 - i. Food
 - ii. Clothing
 - iii. Shelter
 - iv. Health services
 - v. Medical care
 - vi. Other care required for the child's physical or mental health including growth delay, or a failure to thrive that has been diagnosed by a physician and is due to parental neglect.
 - b. Failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;
 - c. Failure to provide for the appropriate supervision or child care arrangements when reasonably able to do so taking into consideration the child's:
 - i. Age
 - ii. Mental ability
 - iii. Physical condition
 - iv. Length of absence of the person responsible for the child

- v. Environment
 - vi. Ability of the child to care for his or her own basic needs or safety
 - vii. Ability of the child to care for the basic needs and safety of another child in her or his care.
 - d. Failure to ensure that a child is educated in accordance with state law, but not including the parent's refusal to provide the child with sympathomimetic medications;
 - e. Prenatal exposure to a controlled substance used by the mother for nonmedical purpose, when exposure is evidenced by
 - i. Withdrawal symptoms in the child at birth;
 - ii. Results of a toxicology test performed on the mother at delivery or the child's birth;
 - iii. Medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder
 - f. Medical neglect as defined by Minnesota Statutes.
 - g. Chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs or safety; or
 - h. Emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by:
 - i. A substantial and observable effect in the child's behavior;
 - ii. Emotional response
 - iii. Cognition that is not within the normal range for the child's age and stage of development, with due regard for the child's culture.
2. Does not mean:
- a. Using spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where lack of medical care may cause serious danger to the child's health.
 - b. Refusing to provide a child with sympathomimetic medications.
- H. "Person responsible for the child's care" means:
- 1. An individual functioning within the family unit and having responsibilities for the care of the child such as parent, guardian, or other person having similar care responsibilities; or
 - 2. An individual functioning outside the family unit and having responsibilities for the care of child, including but not limited to:
 - a. Teacher
 - b. School administrator
 - c. School employees or agents
 - d. Day care provider
 - e. Babysitter, whether paid or unpaid
 - f. Counselor
 - g. Coach
- I. "Physical Abuse"
- 1. Means

- a. Any of the injuries listed in Paragraph VII.I.1.b upon a child by person responsible for a child's care where
 - i. the means are other than accidental, or
 - ii. cannot be explained by the child's history of injuries, or
 - iii. the means are any aversive or deprivation procedures or regulated interventions that have not been authorized by Minnesota statutes relating to permissible aversion and deprivation procedures in schools.
 - b. Injuries that are
 - i. Physical, including but not limited to the following actions done anger or without regard to the safety of the child;
 - (1) Throwing, kicking, burning, biting, or cutting;
 - (2) Striking with a closed fist;
 - (3) Shaking a child under age three;
 - (4) Causing a non-accidental injury to a child under 18 months of age;
 - (5) Unreasonable interference with a child's breathing
 - (6) Threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd., 6;
 - (7) Striking a child under age one (1) on the face or head;
 - (8) Purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances that are not prescribed for the child by a health practitioner, in order to punish or control the child;
 - (9) Giving the child substances that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substance(s)
 - (10) Unreasonable physical confinement or restraint not permitted by Minn. Stat. § 609.379, including, but not limited to:
 - (a) Tying
 - (b) Caging
 - (c) Chaining
 - (11) While in a school or in a school zone, using corporal punishment as defined by Minn. Stat. § 121A.58,
 - ii. Does not mean
 - (1) Reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury, or
 - (2) Reasonable force by a teacher, principal, or school employee as allowed in Minnesota Statutes related to correcting or restraining a student, and to use reasonable force to prevent bodily harm of another.
- J. "Sexual Abuse" means
- 1. The subjection of a child to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct by
 - a. A person responsible for the child's care
 - b. A person who has a significant relationship to the child (as defined by Minnesota Statutes § 609.341, Subd. 15)
 - c. A person in a position of authority (as defined by Minn. Stat. § 609.341, Subd. 10)
 - 2. Sexual contact;
 - 3. Sexual penetration;

4. Any act involving a minor in prostitution;
 5. Use of a child in a sexual performance;
 6. Threatened sexual abuse; including the status of a parent or household member who has committed a violation that requires registration under Minn. Stat. § 243.166, Subd. 1(a) or (b) (Registration of Predatory Offenders).
- K. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. It includes, but is not limited to:
1. Exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from egregious harm;
 2. Exposing a child to a person whose parental rights were involuntarily terminated
 3. Exposing a child to a person from whom legal and physical custody has been involuntarily transferred to another.
- L. "Grooming" occurs when a person 18 years of age or older that "expresses the desire or intent to engage in sexual conduct with a child; and engages in a deliberate pattern of conduct to methodically develop a false trusting relationship with the child that is intended to strategically manipulate the child to engage in sexual conduct with the person at a future time, regardless of whether any sexual conduct occurs"

VIII. Definitions Regarding Maltreatment of a Vulnerable Adult

The alphabetic listing of definitions of terms used in Policy 414 related to maltreatment of a vulnerable adult.

A. "Abuse" means

1. An act against a vulnerable adult that constitutes a violation of, or an attempt to violate, or aiding and abetting a violation of any of the following whether or not there are criminal proceedings or convictions stemming from the act:
 - a. Criminal assault
 - b. The use of drugs to injure
 - c. The use of drugs to facilitate crime
 - d. The solicitation, inducement or promotion of prostitution
 - e. Criminal sexual conduct.
2. Conduct which is not an accident or therapeutic conduct as defined in this section which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to:
 - a. Hitting, slapping, kicking, pinching, biting or corporal punishment;
 - b. Use of repeated or malicious oral, written or gestured language toward a vulnerable adult that a reasonable person would consider
 - i. Disparaging
 - ii. Derogatory
 - iii. Humiliating
 - iv. Harassing
 - v. Threatening.
 - c. Use of any aversive or deprivation procedure against the will of the vulnerable adult or the legal representative of the vulnerable adult;
 - d. Use of any confinement or involuntary seclusion against the will of the vulnerable adult or the legal representative of the vulnerable adult;

- e. Forced separation from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult;
 - f. Use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under Minnesota law;
 - g. Sexual contact or penetration between a facility staff person or a person providing services in the facility and the vulnerable adult;
 - h. The act of forcing, compelling or enticing, which includes grooming, a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another.
- B. "Caregiver" means an individual or facility who has the responsibility for the care of a vulnerable adult due to
 - 1. Family relationship, or
 - 2. Contract or agreement to provide for the vulnerable adult.
- C. "Employee" means any professional employee or employee's designate who provides any of the following services to the vulnerable adult on behalf of the school district:
 - 1. Health services
 - 2. Education
 - 3. Social services
 - 4. Psychological services
 - 5. Law enforcement
 - 6. Child care services
- D. "Financial Exploitation" means
 - 1. A breach of fiduciary duty in making un-authorization expenditures of funds entrusted to the individual for the benefit of the vulnerable adult;
 - 2. Failure to provide the services identified in Paragraph VIII.H.1.b when such failure results in, or is likely to result in, detriment to the vulnerable adult;
 - 3. Willful use, withholding or disposal of funds or property of a vulnerable adult;
 - 4. Acquisitions of the funds or property of a vulnerable adult through
 - a. Undue influence
 - b. Duress
 - c. Harassment
 - d. Deception
 - e. Fraud
 - 5. Causing a vulnerable adult to perform services against the adult's will for the profit or advantage of another by the use of
 - a. Force,
 - b. Coercion or
 - c. Enticement
- E. "Immediately" means as soon as possible, but no longer than 24 hours from the time of initial knowledge that an incident occurred has been received.
- F. "Mandated Reporter" means any employee or other personnel of the school district who has reason to believe that a vulnerable adult is being or has been maltreated.

G. "Maltreatment" means the following behaviors toward a vulnerable adult:

1. Neglect;
2. Abuse;
3. Financial exploitation.

H. "Neglect"

1. Means

- a. A failure or omission by a caregiver to provide any of the care or services identified in Paragraph VIII.H.1.b, which is or are
 - i. Reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and
 - ii. Not the result of an accident or therapeutic conduct.
- b. Services or care
 - i. Food
 - ii. Clothing
 - iii. Shelter
 - iv. Health care
 - v. Supervision
- c. The absence or likelihood of absence of the care and services described in Paragraph VIII.H.1.b which are
 - i. Necessary to maintain the physical and mental health of the vulnerable adult,
 - ii. Essential given a reasonable person's estimation considering the physical or mental capacity or dysfunction of the vulnerable adult.
- d. Does not mean actions specifically excluded by Minn. Stat. § 626.5572, Subd. 17 related to certain health care and lifestyle decisions.

I. "Other personnel of the school district" means any person, including independent contractors, volunteers and visitors who provides any of the following services to the child on behalf of the school district:

1. Health services
2. Education
3. Social services
4. Psychological services
5. Law enforcement
6. Child care services

J. "Vulnerable Adult" means any person 18 years of age or older who

1. Is a resident or inpatient of a facility;
2. Receives services at or from a licensed facility which serves adults;
3. Receives services at or from a licensed home care provider or
4. Regardless of residence or type of service received due to impairment of the person's mental or physical function or emotional status:
 - a. Is unable to adequately provide the person's own care
 - b. Is unable to adequately provide the person's own protection from maltreatment.

Revised:

Revised: 9/23/14

Reviewed: 2/20/24

Revised: 11/19/13

Revised: 7/23/13

Procedure 414 Dated: 2/2/99 (formerly Procedure 5412)

Revised: 11/19/13

Revised: 2/20/90

Revised: 6/19/84

Policy Dated: 11/18/80

Legal References:

M.S. 13.01, et seq.

M.S. 626.556

M.S. 626.557

M.S. 245.825

M.S. 609.321 – 609.324

M.S. 609.341 – 609.345

M.S. 609.379

M.S. 1301, et seq.

M.S. 609.379

M.S. 617.246

M.S. 122A.20, Subd. 2

Cross References:

Policy 507 - Corporal Punishment

Policy 515 – Protection and Privacy of Education Records

POLICY 423 – EMPLOYEE-STUDENT RELATIONSHIPS

I. PURPOSE

The School Board recognizes that in order for the District to achieve its mission, a safe and healthy learning environment and appropriate employee-student relationships are essential. The District is committed to providing an educational environment in which all students are treated with respect and dignity. Every District employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

- A. School district employees should maintain professional relationships with their students in all their interactions with them whether on or off duty and on or off school district locations, including in the use of social media or any technology.
- B. At all times, District employees will adhere to applicable standards of ethics and professional conduct as established by Minnesota law and will treat students with respect, courtesy, and consideration. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.
- C. District employees should act in a way that acknowledges and reflects their inherent positions of authority and influence over students. District employees should not intimidate, berate or shame students for sincerely held their beliefs.
- D. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate
- D-E. District employees will cooperate with any investigation concerning allegations of actions, conduct, or communications that if proven, would violate this policy.
- E-F. The District recognizes that there are certain familial and other similar relationships that may provide exceptions.

III. ACTIONS THAT VIOLATE POLICY

Actions that violate this Policy include but are not limited to the following.

- A. District employees must not engage in sexual relationships with students, regardless of the age of the student.
- B. District employees may not date students or have interaction or activity of a sexual nature with a student, regardless of the age of the student.
- C. District employees whose interactions with students through electronic-any type of communication that violates this Policy 423-are also in violation of Policy 441, Technology and Internet Acceptable Use By Staff when it involves the use of technology.
- D. District employees must not commit or attempt to induce students or others to commit an illegal act or act of immoral conduct that may be harmful to others or bring discredit to the District.
- E. District employees must not supply alcohol or any illegal substance to a student,

allow a student access to such substances or fail to take reasonable steps to prevent such access by a student.

F. District employees must not engage in any grooming behavior. Grooming occurs when a person 18 years of age or older that "expresses the desire or intent to engage in sexual conduct with a child; and engages in a deliberate pattern of conduct to methodically develop a false trusting relationship with the child that is intended to strategically manipulate the child to engage in sexual conduct with the person at a future time, regardless of whether any sexual conduct occurs.

IV. SCHOOL DISTRICT ACTION

- A. The District will promptly investigate allegations of violations of this policy and make mandated reports as appropriate.
- B. The District will take appropriate disciplinary action when it becomes aware of conduct or communication including communication through a public online social media site that adversely affects the workplace or violates applicable professional codes of ethics.
- C. The District will not indemnify District employees determined to be acting outside the scope of their duties including actions that violate this policy, or who are otherwise guilty of malfeasance, willful neglect of duty, or bad faith.

Revised:

Revised: 2/20/24

Revised: 4/17/2018

Adopted: 6/18/2013

Cross References:

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

Policy 441-Technology and Internet Acceptable Use By Staff

Policy 707-Transportation of Students

Procedure 102-Equal Educational and Employment Opportunity

Legal References:

Minn. Stat. § 13.43, subd. 16

Minn. Stat. § 122A.20, subd. 2

Minn. Stat. § 122A.40, subds. 5(b), 13(b)

Minn. Stat. § 626.556; Minn. Rules 3512.5200 (Code of Ethics for School Administrators)

Minn. Rules 8700.7500 (Code of Ethics for Minnesota Teachers)

PROCEDURE 423 – EMPLOYEE-STUDENT RELATIONSHIPS

I. ROLES FOR SCHOOL DISTRICT EMPLOYEES

- A. District employees are expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.
- B. Teachers and administrators are expected to comply with their respective Codes of Ethics.
- C. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.
- D. District employees have inherent positions of authority and influence over students and must be mindful of that status. District employees should not use their positions to intimidate, berate or shame students for sincerely held beliefs.
- E. District employees will maintain professional ethics and boundaries in their use of electronic communication including social media in their personal and professional lives. In order to maintain appropriate boundaries, District employees should consider separating personal and professional content online.
 - 1. Teachers may elect to use online social media in the classroom for purposes of instruction. If using social media in the classroom, teachers will instruct students on the appropriate use of the social media sites. Teachers using online social media in the classroom will ensure compliance with any applicable terms of use of the online social media site.
 - 2. The school district may take appropriate responsive action to an employee's private use of online social media if that use adversely affects the workplace or violates applicable professional codes of ethics.
 - 3. Employees, including coaches and advisors, who participate in online social media networking groups representing student groups, do so as employees of the district.

II. SAFEGUARDS FOR SCHOOL DISTRICT EMPLOYEES

- A. Consistent with professional ethics and the needs of individual students, District employees should avoid unnecessary physical contact with students.
- B. When meeting with a student, District employees should meet only in rooms with windows or keep doors to the meeting rooms open or meet in areas with others nearby.
- C. District employees should adhere to Policy #441 and Procedures #441, Technology and Internet Acceptable Use by Staff, in all electronic communication with students.
- D. District employees should adhere to Policy #707 and provide rides to students only in an emergency situation in accordance with authorization by the site manager. In such cases, two adults must be in the vehicle with the student.

III. REPORTING AND INVESTIGATION

- A. Employees with complaints or concerns about possible violations of this Policy ~~#423~~ will report their concerns to their supervisor, their supervisor's supervisor or the District's Human Rights Officer in accordance with Procedures #102.
- B. Employees will cooperate with investigations of allegations of violations of this policy.
- C. The District will promptly investigate allegations of violations of this policy.
- D. The District will submit mandated reports as appropriate and report to the Minnesota Board of Teaching or Administrators in accordance with legal reporting requirements.

Revised:

Revised: 2/20/24

Revised: 4/17/2018

Adopted: 6/18/2013

Cross References:

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

Policy 441-Technology and Internet Acceptable Use By Staff

Policy 707-Transportation of Students

Procedure 102-Equal Educational and Employment Opportunity

Legal References:

Minn. Stat. § 13.43, subd. 16

Minn. Stat. § 122A.20, subd. 2

Minn. Stat. § 122A.40, subds. 5(b), 13(b)

Minn. Stat. § 626.556

Minn. Rules 3512.5200 (Code of Ethics for School Administrators)

Minn. Rules 8700.7500 (Code of Ethics for Minnesota Teachers)

POLICY 452 - FIREARM RESTRICTIONS FOR EMPLOYEES

I. Purpose:

The purpose of this policy is to address enforcement of the Minnesota statutes regulating the carrying of firearms on school premises. In addition, the purpose of this policy is to provide sufficient guidance to allow school district officials to implement those legal requirements in a uniform way.

II. In accordance with Minnesota Statute, employees of the school district, while acting in the course and scope of employment, are prohibited from carrying firearms except that employees with a permit to carry firearms may keep a firearm in the interior of a vehicle while parked in a school district parking lot. Such employees may also carry the firearm outside the vehicle to directly place the firearm in the trunk or rear area of the vehicle.

III. Policy 452 Firearm Restrictions for Employees will be referenced in staff handbooks, and staff are responsible to review the handbook annually.

Reviewed:

Revised: 2/20/24

Revised: 1/15/19

Adopted: 12/2/03

Legal References

Minnesota Citizens' Personal Protection Act (2003)

M.S. 97B.045

M.S. 624.714, subd. 2(c), subd. 17(b)(3), subd. 18

M.S. 624.713

M.S. 624.715

18 U.S.C. § 922(q)

M.S. 609.66, subd. 1d

M.S. 471.634

M.S. 471.633

POLICY 616 - ~~WORLD'S BEST WORKFORCE~~SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The school district will implement a system to review and improve curriculum, instruction, student achievement, and assessment to create the ~~world's best workforce~~system accountability, consistent with state law and school district Policy 104, School District Mission statement.

II. GENERAL STATEMENT OF POLICY

The school district system to review and improve curriculum, instruction, student achievement and assessment will include input by students, parents or guardians, and local community members provided primarily through established advisory committees. The school district will be accountable to the public and the state through annual reporting.

III. ~~WORLD'S BEST WORKFORCE~~SYSTEM ACCOUNTABILITY GOALS ROLES AND RESPONSIBILITIES

A. School Board

The school board will adopt a comprehensive long-term strategic plan to support and improve teaching and learning. In adopting the long-term strategic plan, the school board will consider the superintendent's recommendation based on the input of the school district's strategic planning process, the District Planning Advisory Council (DPAC), and school site teams. The plan will be aligned with creating the ~~world's best workforce~~system accountability and include performance measures designed to determine each school's progress in striving to create the ~~world's best workforce~~system accountability.

B. District Planning Advisory Council

The school district will establish an advisory committee. The advisory committee will recommend to the school board rigorous academic standards, student achievement goals and measures designed to fulfill the school district's mission.

C. Site Teams

Each site will establish a site team to develop and implement strategies and effective practices to improve instruction, curriculum, cultural competencies, and student achievement at the school site. The site teams will create a school improvement plan for each team's site which will inform the district level strategic planning process.

D. Superintendent

The superintendent through his or her designees will:

1. Develop and implement curriculum, implement best practices for instruction and review student achievement and assessment with the purpose of achieving the state's ~~World's Best Workforce~~system accountability goals; and
2. Ensure that school performance reports are available to parents, students and members of the community through publication on the school district's web site or other means calculated to make the information available.
3. Establish a cyclical Program Improvement Process that annually reviews and plans for improvement of curriculum, instruction, and assessment, including state academic standards.

E. Principals

Principals, under the supervision of the assistant superintendents for the Division of Leadership, Teaching and Learning, are responsible for monitoring implementation of the

school district curriculum and achievement of the ~~world's best workforce~~ system accountability goals.

F. Teachers

Teachers, under the supervision of principals, are responsible for teaching the school district curriculum to students.

Revised:

Reviewed: 5/21/24

Revised: 1/17/17

Revised: 8/17/10

Revised: 12/4/07

Revised: 8/6/02

Revised: 10/3/00

Adopted: 6/2/98 (formerly Policies 6103, 6110, 6114)

Cross Reference:

Policy 652 - Instructional Materials, Selection and Production

Legal Reference:

M.S. 120B.11

M.S. 120B.10

PROCEDURE 616 – ~~WORLD’S BEST WORKFORCE~~SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. DEFINITIONS

- A. “Curriculum” means school district or school site adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills and career and college readiness.
- B. “District Advisory Committee” means the school District Planning Advisory Council (DPAC) which advises the school board in all phases of planning and improving the instruction and curriculum affecting state and district academic standards. DPAC, to the extent possible, will reflect the diversity of the district and its school sites, including teachers, parents, support staff, students, and other community residents.
- C. “Instruction” means methods of providing learning experiences that enable a student to meet state and district academic standards and graduation requirements, including applied and experiential learning.
- D. “Performance Measures” are data used to determine school district and school site progress in striving to create the ~~world’s best workforcesystem accountability~~ and include but are not limited to the size of the achievement gap, rigorous course taking, and enrichment experiences by student subgroup; student performance on the Minnesota Comprehensive Assessments; high school graduation rates; and college and career readiness.
- E. “Program Improvement Process” or “PIP” means a process designed to periodically review educational programs. The PIP will be conducted by the Department of Leadership, Teaching, and Learning.
- F. “Site Team” means a team at a school site designed to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. A site team must include an equal number of teachers and administrators and at least one parent.
- G. “~~World’s Best Workforce~~System Accountability” means striving to:
 - 1. All children are ready for school.
 - 2. All racial and economic achievement gaps between students are closed.
 - 3. All students are ready for college and career.
 - 4. All students graduate from high school.

II. REQUIRED INSTRUCTIONAL PROGRAMS

- A. Required Instructional Programs will include only those educational opportunities that are explicitly sponsored, planned, and implemented by the school district.
- B. Each program will be developed in accordance with a program improvement process.
- C. The school district will, as a minimum, offer the following programs either in each school or available to students in another school as appropriate to the level (elementary or secondary):
 - 1. Reading/Language Arts
 - 2. Mathematics
 - 3. Science
 - 4. Social Studies
 - 5. Health
 - 6. Physical Education
 - 9. Career and Technical Education
 - 10. World Languages
 - 11. Media and Digital Education
 - 12. Guidance and Counseling
 - 13. Special Education
 - 14. English Language Learning

7. Art
8. Music

15. Gifted and Talented Education

- D. The school district may offer additional programs that are governed by state and/or federal law or rule, including, but not limited to:
1. Federal Title programs
 2. American Indian Education

III. SUPPLEMENTAL INSTRUCTIONAL PROGRAMS

Sites may develop and offer supplemental instructional programs that meet specific, identified needs of their student population. The Principal will submit a plan for such a program that identifies the need to be met, the manner of meeting the need, and how the effectiveness of the program will be evaluated. The Principal will submit the plan to the appropriate Assistant Superintendent for the Division of Leadership, Teaching, and Learning. The Assistant Superintendent will submit the plan to the Superintendent for approval.

IV. PROGRAM IMPROVEMENT PROCESS

The Department of Leadership, Teaching and Learning will implement a periodic Program Improvement Process for review of all required instructional programs. The PIP utilizes a systematic process to ensure continual improvement in curriculum, assessment, and instruction. The goal of the PIP is to support high levels of student learning, through the development of comprehensive curricular programs. Each curricular and program area will be reviewed and changed, if necessary, using a process that includes research, data collection, and information and ideas contributed by multiple stakeholders. The PIP takes place over a period of several years and incorporates research on trends and best practices, evaluation of current programming and compliance with federal and Minnesota statutes, and planning for revision.

V. PUBLIC INFORMATION

The following information will also be available to the public. If required, copies will be sent to the State.

- A. School district mission statement and strategic plan
- B. School district policies
- C. Annual summary reports of school district test results
- D. School site improvement plans

VI. ANNUAL REPORT

The school district will adopt a comprehensive plan to support the world's best workforcesystem accountability and provide an annual school performance report on the school district website.

Revised:

Revised: 5/21/24

Revised: 1/17/17

Revised: 8/17/10

Revised: 12/4/07

Revised: 8/6/02

Revised: 10/3/00

Created: 6/2/98 (formerly Procedures 6103, 6110, 6114)

Cross Reference:

Policy 654 - Instructional Materials Reevaluation

Legal Reference:

M.S. 120B.10

M.S. 120B.11

POLICY 624 – ONLINE LEARNING INSTRUCTION

I. Purpose

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and to address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. General Statement of Policy

- A. The school district will not prohibit an enrolled student from applying to enroll in online learning.
- B. The school district will grant academic credit for completing the requirements of an online instruction course or program.

Reviewed:

Revised 5/21/24

Revised 11/17/15

Adopted 1/15/03

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 120A.24 (Reporting)

Minn. Stat. § 123.B.42, Subd. 1 (Curriculum; Electronic Components)

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

Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)

Minn. Stat. § 124D.095 (Online Learning Option Act)

PROCEDURE 624 – ONLINE LEARNING OPTIONS

I. Definitions

- A. "Blended instruction" is a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction.
- B. "Digital instruction" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled for purposes of compulsory education.
- D. "Online course syllabus" is a written document identifies the state academic standards taught and assessed in a supplemental online course; course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district; and supports available to the student.
- E. "Online instruction" is a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" is a site that offers courses using online instruction and may enroll students receiving online instruction.
- G. "Online teacher" is an employee of the enrolling district or the supplemental online course provider who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction.
- H. "Student" is a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course period at a local district school.
- J. "Supplemental online course provider" means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses.

II. Digital Instruction

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under Section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.22.

III. Supplemental Online Courses

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
 - 1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
 - 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
 - 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
 - 1. use an application form specified by MDE;
 - 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 - 3. notify the enrolling district of the course titles, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
 - 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 - 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

IV. Enrolling District

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
 - 1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
 - 2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
 - 1. provides information to students and families about supplemental online courses;
 - 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 - 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.
- V. Reporting
Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

Reviewed:
Revised 5/21/24
Adopted 11/17/15

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 120A.24 (Reporting)

Minn. Stat. § 123.B.42, Subd. 1 (Curriculum; Electronic Components)

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

Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)

Minn. Stat. § 124D.095 (Online Learning Option Act)

POLICY 626 EDUCATIONAL PROGRAMS – GRADING AND REPORTING STUDENT ACHIEVEMENT

I. Purpose

The School Board recognizes that in order to achieve its mission, communication of student achievement and progress must be meaningful, accurate, consistent and supportive of learning. It is the School Board's position that a standards based grading system designed to accurately report student achievement of academic standards through providing consistency in grading practices across schools and classrooms, and aligning grading and reporting with standards based instruction and graduation requirements supports student learning and provides the most meaningful, accurate and consistent communication of a student's progress.

II. General Statement of Policy: Grading and Reporting Standards of Practice

- A. Student academic grades will communicate academic achievement based on clearly defined academic performance standards.
- B. Academic achievement will be separated from all other non-academic behaviors when teachers assign student grades.
- C. Quality assessments and properly recorded evidence of achievement will be used when determining grades on student work.
- D. Term grades will be determined in a manner that accurately represents students' attainment of the standards and promotes student learning.
- E. Teachers will involve students in the assessment and grading process throughout the learning cycle in an age-appropriate manner.

III. Areas of Responsibility

The School Board establishes and creates an environment to ensure all students the opportunity to attain maximum potential through a sound organizational framework. The School Board recognizes and values parents and/or guardians and students as partners in supporting successful student learning.

- A. The Superintendent will provide leadership and manage operations of the school district in order to implement and evaluate the Grading and Reporting Policy. The Superintendent will oversee the development and implementation of procedures and practices for grading and reporting student progress and achievement in Osseo Area Schools.
- B. Site Leaders are responsible for ensuring implementation of the Grading and Reporting Standards of Practice within the programs and buildings they manage.
- C. Teachers are responsible for effectively implementing classroom assessments and applying the Grading and Reporting Standards of Practice.
- D. The school district allows for the use of weighted grades for classes that involve a more rigorous curriculum and course of study. Such classes may include: Advanced Placement classes (AP); International Baccalaureate classes (IB) and selected Autonomous Learner Program (ALP) classes. District high schools will specifically designate in registration handbooks (available online) all classes which afford weighted grading due to academic rigor.

Reviewed:

Reviewed: 2/20/2024

Revised: 9/20/2016

Adopted: 1/24/2012

Legal References

M.S. 123B.02, subd. 2 – General Powers of Independent School Districts

M.S. 123B.09, subd. 8 – Boards of Independent School Districts

PROCEDURE 626 EDUCATIONAL PROGRAMS – GRADING AND REPORTING STUDENT ACHIEVEMENT

I. Definitions

- A. **Formative Assessments:** work conducted when a student is still learning the materials as part of academic practice. A formative assessment is designed to provide direction for both students and teachers. For students, feedback from the formative assessment may mean reviewing, additional practice, or confirmation that they are ready to move forward. For teachers, the feedback may mean changing instructional strategies, providing additional practice, or being ready to move forward. Examples of formative assessments include - teacher observation, quizzes, homework, rough drafts, peer editing, or notebook checks.
- B. **Modified Grading:** grades that reflect a substantive change that alters the standard or the rigor of the standard.
- C. **Reporting:** the communicating of a student's achievement to the student and parents and/or guardians. This information may also become part of the student record.
- D. **Standard:** a statement of what the student will be able to know, understand and be able to do.
- E. **Summative Assessments:** work conducted when a student has had adequate instruction and practice to learn the content or skill. Summative assessments are designed to provide information to be used in making judgment about a student's achievement at the end of a sequence of instruction. Examples of summative assessments include final drafts/attempts, tests, exams, assignments, projects, and performances.

II. Student academic grades will communicate academic achievement based on clearly-defined academic performance standards.

- A. Course/grade-level standards will provide the basis for determining grades for each course and grade level.
- B. Grades will be determined by comparing student work to grade-level standard (not by comparing to other students' work).
- C. Entries into a grade book will be organized in a way that clearly aligns student work to reporting standards.
- D. The school district will provide students and/or their parents/guardians, on a regular basis, a report of student progress toward achieving required content standards and information on how to schedule counseling/advisory appointments to discuss the progress and learning opportunities available to the student. The Superintendent's designee will determine the manner and method of providing such reports and information.
- E. Parents/guardians may request progress reports, in addition to the periodic reports, by arrangement with the student's teacher or counselor.

III. Academic achievement will be separated from all other non-academic behaviors when teachers assign student grades.

- A. While recognizing that student collaboration is a key instructional strategy, grades must be based on individual, not group, achievement.

- B. Non-academic behaviors such as responsibility, resourcefulness, communication, and problem solving will be communicated separately from achievement at the elementary level. Communication around non-academic behaviors at the secondary level may be reported through the following mechanisms: report card comments, mid-trimester reports, parent-teacher conferences, and individual communication from school staff directly to the parent/guardian. Attendance is reported separately at both the elementary and secondary sites.
 - C. In cases of academic dishonesty, students will still be required to complete the work or a reasonable alternative. Teachers and administrators will follow system procedure that will both deter and respond to incidents of academic dishonesty.
- IV. Quality assessments and properly recorded evidence of achievement will be used when determining grades on student work.
- A. Teachers will use formative and summative assessments that meet rigorous design criteria (e.g., clear targets, appropriate match of target and method, appropriate sampling, and lack of bias and distortion).
 - B. Teachers will use rubrics, assessment checklists, and other types of scoring guides to communicate expectations and to provide feedback on various types of student work (e.g., products, projects, and other performances).
 - C. Teachers will utilize district-determined procedures for marking students with "modified grading" status (Gifted Education/Special Education/English Language Learners/other students receiving significantly modified instruction).
 - D. Teachers will use common summative assessments based on grade-level or course-level standards.
- V. Term grades will be determined in a manner that accurately represents students' attainment of the standards and promotes student learning.
- A. A minimum of 80% of the term grade will be determined by summative assessments, such as unit or course tests, performance tasks, projects, etc. The remaining percentage may include classwork, homework, and other formative assessment results.
 - B. Teacher professional judgment plays an important role in the grading process, including the responsibility to override computer-calculated grades when there is evidence that the calculated grade does not accurately represent the student's attainment of the standards.
 - C. Students will be provided with multiple opportunities and multiple ways (within reasonable time limitations) to demonstrate what they know and understand.
 - D. Teachers will use a grading scale that reduces the disproportionate effect of zeroes and low Fs.
 - E. Students will have the opportunity to redo tasks tied to the standard to raise their grade, therefore extra credit will not be used.
- VI. Teachers will involve students in the assessment and grading process throughout the learning cycle in an age-appropriate manner.
- A. Teachers will ensure that students understand in advance how their grades will be determined.
 - B. Teachers will involve students in the assessment process, monitoring their progress, and communicating their achievement and progress to parents/families.

VII. Record Keeping

- A. The school district will use the State-prescribed format for high school transcripts. High school student transcripts will include at least the following information:
 - 1. The name of the high school course offering completed by the student;
 - 2. The grade achieved in each high school course offering;
 - 3. Date of completion of each high school course offering;
 - 4. The number of credits earned for each course offering.
- B. If a student's Individual Education Plan (IEP), or 504 Plan allows a modification or exemption for a standard, accomplishment of that standard will be recorded as PASS with no achievement score.

Reviewed:

Reviewed: 2/20/25

Revised: 9/20/16

Adopted: 1/24/2012

Legal References

M.S. 123B.02, subd. 2 – General Powers of Independent School Districts

M.S. 123B.09, subd. 8 – Boards of Independent School Districts

POLICY 641 – ALTERNATIVE INSTRUCTION

- I. In accordance with M.S. 120B.20, parents/guardians/adult students may review the content of instructional materials to be provided to their minor child or themselves as adult students.
- II. For purposes of this Policy 641 – Alternative Instruction, content of instructional materials means content included in District approved core and supplementary textbooks, audio and video recordings, slide presentations, and digital media. Content of instructional material, as used in this Policy 641 – Alternative Instruction, does not include spontaneous classroom discussion, current event or other incidental materials, or the mode of delivery (i.e., by whom, when, or where instruction is provided).
- III. If the parents/guardians or /adult students object to the content of instructional materials, they may make reasonable arrangements with school personnel for alternative instruction that meets the outcomes.
 - A. Review
 1. Parents/guardians/adult students wishing to review instructional materials to be provided to their child or themselves as an adult student will present the request to the Principal or designee, being as specific as possible as to which materials they wish to review.
 2. The building Principal or designee will arrange an opportunity for review of the requested material.
 3. If the parents/guardians/adult students object to the content for the child or themselves, they are to notify the Principal or designee of the specific objection.
 - B. Alternative Instructional Plan
 1. School personnel will propose alternative instruction that is reasonable within available resources.
 2. Alternative instruction may be provided by the parents/guardians/adult students if the alternative instruction offered by school personnel does not meet the concerns of the parents/guardians/adult students. The District is not required to pay for the costs of alternative instruction provided by parents/guardians/adult students.
 3. School personnel may evaluate and assess the quality of the student's work produced as part of alternative instruction.
 4. School personnel will not impose an academic or other penalty on a student merely for arranging alternative instruction under this policy.
 5. Neither objection to the content of instructional materials nor provision of alternative instruction for any one student is to interfere with the rights of others to receive the regular instructional content.

Reviewed:

Revised 2/24/25

Policy 641 Adopted: 6/19/01 (formerly Policy 6415)

Adopted: 4/20/93

Legal References

M.S. 120B.20 – Parental Curriculum Review

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