

MEMO TO: Board of Education
TOPIC: Regular School Board Meeting
FROM: Steve D. Cairns, Superintendent
DATE: November 1, 2018

A Regular School Board Meeting of the Board of Education will be held November 5, 2018 at 8:00 PM in the High School Room 101.

Agenda

1. SCHOOL BOARD ACTION

2. CALL TO ORDER

A. Pledge - Chairman Broden

3. PREVIEW OF AGENDA

During this time any board member may pull any item(s) from the Consent Agenda

4. ADDITIONS TO THE AGENDA

A. FMLA Leave Request for Employee A. Employee A is requesting 4-6 weeks of medical leave beginning December 11, 2018.

B. Policy 709 Student Transportation Safety - Revision 4

5. CONSENT AGENDA

A. Minutes - October 15 20

6. COMMUNICATIONS

A. Annual School District Audit - Brady, Martz & Associates, P.C.
Handouts will be given at the meeting.

B. Enrollment - November 1 24

C. November 12-16 is American Education Week

D. Meet and Confer Meeting - Thursday, December 6, 2018, at 7:30 p.m. in the High School Staff Lounge

Meet and Confer members: Steve Cairns, Adam Broden, LeAnn Agnes, & Jeremy Davies

E. Community Education Day - Corrie Uhlir 26

F. Reminder of the Special School Board meeting on Friday, November 9 at 7:30 AM in High School Room 101 to Canvass the School Board Elections.

7. STUDENT INPUT AND RECOGNITION

A. Student Athletes of the Week

1) October 24

- Kassie Fontaine (8th grade, Volleyball)
- Zachary Anderson (So., Cross Country)
- Katja Anderson (Fr., Volleyball)
- Gracie Highberg (S., Volleyball)
- McKinzie Halverson (Sr., Volleyball)
- Conner Lien (8th grade, Football)

B. KRJB Good Student Award

James Hvezda

C. BES Students of the Month

September

- K- Clarey Laesch, Lacy Kent, Sean O’Beirne, Cierra Bellefy
- 1- Antonio Auginaush, Corey Larson, Jayden Anderson
- 2- Owen Huschle, Tawni Fox, Christopher Sandretzky, Kaley Thompson
- 3- Hayden Hanse, Makalyn Hoie, Cameron Wind
- 4- Kali Nepean, McKenna Strandlien, Wyatt Holden-O’Beirne, Kaden Melander
- 5- Micah Armstrong, Kaylee Olson, Kyra Lynch
- 6- Shayla Hvezda, Kara Maruska, Ava Rolfson, Sadie Larson

D. Senior of the Month for October

Kara Cease-Bowman

8. PUBLIC AGENDA ITEM

9. COMMITTEE REPORTS

- A. Transportation
- B. Policy
- C. Facilities
- D. Negotiations
- E. Athletics
- F. Security
- G. Wellness
- H. Other

10. REPORTS AND PRESENTATIONS

- A. Overnight Trip Request - Carol Vik 27
- B. Policy First Reading & Comments
 - 1) Policy 601 - School District Curriculum and Instruction Goals - Revised 29
 - 2) Policy 604 - Instructional Curriculum - Revised 35

3) Policy 613 - Graduation Requirements - Revised 40

11. SCHOOL BOARD ACTION

A. Policy Second Reading & Adoption

1) Policy 414 - Mandated Reporting of Child Neglect or Physical or Sexual Abuse - Revised 53
Policy 414F - Mandated Reporter Form

2) Policy 427 - Workload Limits for Certain Special Education Teachers - Revised 61

3) 511 - Student Fundraising - Revised 63

B. Organics Grant - Request to move forward with grant process. - Superintendent Cairns 65

C. Staffing

1) Hire - Matt Leavell as a bus driver.
Contingent upon receipt of a satisfactory background check and licensure.

2) Retirement - Steve Cairns, Superintendent

3) Retirement - David Decker, Business Manager

4) Retirement - Penni Cairns, AIEA Coordinator

D. Adoption of WBWF Plan

12. NEXT MEETINGS AGENDA ITEMS - *Chairman Broden*

13. MEETING SCHEDULE - Chairman Broden

Special School meeting will be held on Friday, November 9, 2018, at 7:30 **AM** in High School Room 101 for School Board Election Canvassing.

Regular School Board meeting will be held on November 19, 2018, at 7:30 p.m. in High School Room 101.

14. ADJOURNMENT

15. SCHOOL BOARD ACTION

709 STUDENT TRANSPORTATION SAFETY POLICY

Board Revised: ~~August 20, 2018~~ **November 2018**

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership. This policy will be posted in the student handbooks, on the School District website, and will be discussed during the fall open houses.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.
3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minn. Stat. § 169.446, Subd. 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
9. The school district shall adopt and make available for public review a curriculum for transportation safety education. Curriculum materials can be reviewed at the School District's Transportation Office/School Office. Transportation safety education curriculum shall be part of the District curriculum review cycle.
10. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. **Serious misconduct may be reported to local law enforcement.**
 1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus, on the School District's website, and in the student handbooks. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.
 2. Rules at the Bus Stop
 - a. Get to your bus stop five minutes before your scheduled pick up time. The

school bus driver will not wait for late students.

- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.
- k. Students cannot break the Technology Acceptable Use Policy.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field

trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) If the student chooses to break a rule:

1st offense – The **bus driver** will use regular processes to correct the behavior such as verbal reprimand, assign the student to a different seat, and/or talk to the parents/guardians about the situation. (Please note! All written referrals will be signed by the Transportation Director.)

2nd offense – If the same situation persists or more develop, the **bus driver** will fill out a warning slip noting the problem. Give one copy to the student, transportation director and the school office, call the parent/guardian as soon as possible to verify that the student took the warning slip home and call the transportation director be sure to warn the student and the parent/guardian that continued problems will result in the student losing his bus riding privileges. Drivers must follow these set guidelines to suspend riding privileges.

3rd offense – One school-day suspension from riding the bus. If the problem behavior continues, the **bus driver** notifies the student that he/she may not ride the bus the following day. This is done by written notice also. The bus driver must contact the parent, the transportation director, and a school building administrator, as soon as possible. If the parent cannot be contacted, the student shall be allowed to ride the bus for a maximum of 1-additional route or day, while the parent is contacted. Sometimes this means that you may have to make a trip to the student's home after your route. You may not let any child off from the bus at any other spot but their own home unless you have had directions from their parent/guardian or the transportation director to do so. If you brought them to school in the morning, you must deliver them home at night, unless instructed to do otherwise.

4th offense – three to five school-day suspension from riding the bus, depending on the severity of the infraction. Working collaboratively, the transportation director and a building administrator, the bus driver will meet with the student and the parent/guardian, in an effort to resolve the problem and administrate the bus suspension. A written notice is given to the parent/guardian, the transportation director and the school administrator. The student will not be allowed to ride a bus again until after the parent/guardian meeting.

5th offense – two-week suspension from riding the bus. Working collaboratively, the transportation director and a building administrator, will meet with the student and the parent/guardian, in an effort to resolve the problem and administrate the two-week bus suspension. A written notice is given to the parent/guardian, the transportation director and the school administrator. The student will not be allowed to ride a bus again until after the parent/guardian

meeting. The building administrator will ~~now~~ notify the Superintendent if a two-week bus suspension is being imposed.

6th offense – Off the bus for a minimum of three-weeks up to the remainder of the school year. The bus driver, the transportation director, and a building administrator, will conduct a meeting with the student and the parent/guardian, to discuss the loss of riding privileges and the duration of the suspension. The student will not be allowed to ride a bus again until after a parent/guardian meeting has been held following the suspension by a building administrator if a bus suspension is being imposed.

Severe Clause: Students will be suspended immediately off the bus for behavior deemed severe by the bus driver and the transportation director or a building administrator.

5. Guidelines for bus discipline

- a. The transportation director may override a decision made by the bus driver.
- b. If the parent cannot be contacted, the student shall be allowed to ride the bus for a maximum of 1-additional route or day, while the parent is contacted.
- c. When circumstances require a student to ride home on a bus other than the one to which he/she is regularly assigned, written parental permission or a pass from the office is required.
- d. If a student is removed from the bus as a result of his/her behavior, the parents will be required to provide transportation to and from school during the entire period of removal from a bus. The removal applies to all regular, spectator and activity buses.
- e. At each step when a student loses bus riding privileges, a written record will be made of the incident with copies to the student, parent/guardian, transportation director and a building administrator. Such record will include as many details as possible. Details to include are: time, bus number, regular or special route, names, date, specific behavior, students in the area, action taken, result of the phone call to the parent and other pertinent information.

6. Things for the bus drivers to watch out for

- a. Be sure you clearly say what you want students to do. Avoid the words “behave”, “straighten up” and “settle down”. Use a command that they cannot twist around like “sit down”, “stop throwing things”, “keep your hands to yourself”, “move to the front set”, etc. Be sure you do what you say. If you said that a student has been warned issue the written note and contact the parents. Don’t make idle threats. Be sure you are acting on first hand and complete information. Take action on what **you** see and not on what someone else told you or thought. Act on what you believe is right in a given situation. Your judgment should be used in gray areas. **You are responsible for the discipline on your bus!**
- b. If a student has been denied riding privileges due to severe behavior, the transportation director may move to any level as a result of the conference in

step three and assign appropriate penalties.

- c. If a parent wants to comment on a situation on the bus they should use the following steps:

1st Step – Go to the bus driver and try to resolve the problem.

2nd Step – Go to the transportation director and try to resolve the problem by collaborating with administrator.

3rd Step – Go to the Superintendent and try to resolve the problem.

4th Step – Go to the transportation committee of the Board to try and resolve the problem.

5th Step – Go to the Board of Education to try and resolve the problem.

(2) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(3) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided by the school district to the Department of Public Safety in accordance with state and federal law.

(4) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

(5) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus, the student handbooks and district web-site. School bus rules will be discussed at the school building's open house.

(6) Criminal Conduct

In cases involving criminal conduct, including but not limited to; assault, weapons, drug possession, or vandalism, the appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop five minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-1" school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with a type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the

conviction. For purposes of this paragraph, a “serious traffic violation” means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 2. reckless driving;
 3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 6. driving a commercial vehicle without obtaining a commercial driver’s license or without having a commercial driver’s license in the driver’s possession.
- D. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a commercial driver’s license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person’s employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-1 school bus, who has a Minnesota commercial driver’s license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person’s employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person’s employer within ten days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the

competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, “annually” means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver “evaluation certification” form for each school district driver as contained in the Model School Bus Driver Training Manual.

2. All school bus drivers shall be required to attend in-service training as requested by the transportation director and the school district administration. Training may include but is not limited to; crisis intervention protocols, de-escalation techniques, trauma and socio-emotional awareness, students with disabilities and special needs, behavior interventions and individual education plans.
3. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers and type III drivers will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus

shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.

4. The parent/guardian may designate, pursuant to school district policy, **a maximum of two (2) locations. Locations may include;** a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.

The Superintendent and the Head of Transportation may designate specific locations as special bus route stops. These stops may be considered as a third option for parents and currently include all school district buildings and sports complexes as well as the Rice Lake Community Center.

4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, "school bus" has the meaning given in Minn. Stat. § 169.011, Subd. 71. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.
7. In the event a child is left unattended on a bus resulting from the failure of a driver to perform the post-route walk-through, the driver will be suspended without pay for a minimum of ten days. The district reserves the right to increase the severity of the discipline, up to and including possible termination of employment, dependent upon the results of the investigation of such an incident. A second infraction will result in termination of employment.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.

4. A type III vehicle cannot be older than 12 years old unless excepted by state and federal law.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
 - d. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.

12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Class D Driver's License

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
 - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - (1) safe operation of a type III vehicle;
 - (2) understanding student behavior, including issues relating to students with disabilities;
 - (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 - (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 - (5) handling emergency situations;
 - (6) proper use of seat belts and child safety restraints;
 - (7) performance of pretrip vehicle inspections;
 - (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide

personally escort the student across the road if it is not reasonably feasible to avoid such a location;

- (d) placing the type III vehicle in “park” during loading and unloading;
 - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with paragraph V.F. concerning reporting convictions to the employer within ten days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minn. Stat. § 122A.18, Subd. 8, or Minn. Stat. § 123B.03 for school district employees; Minn. Stat. § 144.057 or Minn. Stat. Ch. 245C for day care employees; or Minn. Stat. § 171.321, Subd. 3, for all other persons operating a type III vehicle under this section.
 - d. Operators shall submit to a physical examination as required by Minn. Stat. § 171.321, Subd. 2.
 - e. The operator’s employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer’s policy under Minn. Stat. § 181.951, Subds. 2, 4, and 5. Notwithstanding any law to the contrary, the operator’s employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
 - f. The operator’s driver’s license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minn. Stat. § 171.321, Subd. 5.
 - g. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver’s license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver’s license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five years from the date of conviction.
 - h. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, Subd.1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
 - i. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within three years of the first of three other moving offenses is precluded from operating a type III

vehicle for one year from the date of the last conviction.

- j. Students riding the type III vehicle must have training required under Minn. Stat. § 123B.90, Subd. 2 (See Section II.B., above).
- k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued under Minn. Stat. § 169.451.

3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I “Activity” Buses Driven by Employees with a Driver’s License Without a School Bus Endorsement

1. The holder of a Class D driver’s license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:

- a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
- b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
- c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
- d. The operator has submitted to a background check and physical examination as required by Minn. Stat. § 171.321, Subd. 2.
- e. The operator has a valid driver’s license and has not sustained a conviction of a disqualifying offense as set forth in Minn. Stat. § 171.02, Subd. 2a(h) - 2a(j).
- f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration’s “Guideline for the Safe Transportation of Pre-school Age Children in School Buses,” if child safety restraints are used by passengers, in addition to the training required in Section VI., above.

g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.

2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
3. A school bus operated under this section must bear a current certificate of inspection.
4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 1. the student's name and address;
 2. the nature of the student's disabilities;
 3. emergency health care information; and
 4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.
- E. Bagley Public Schools will be on a ten-year school bus purchase rotation schedule with the exception of the multi-needs bus which will remain on an eight-year rotation schedule. Buses that do not meet safety and maintenance requirements will be rotated at the discretion of the Director of Transportation and approval by the Board of Education.

X. TRANSPORTATION FOR IN-TOWN STUDENTS

Students in Kindergarten through fifth grade have first priority for transportation if the bus becomes full. Parents of sixth through twelfth grade students are required to sign a permission form, developed by the Transportation Director, before students are allowed to ride the bus.

XI. RELIGIOUS RELEASE TIME TRANSPORTATION

Bagley Public School busses may transport students to and from Religious Release Time classes. In return, participating churches will agree to pay Independent School District 162 for the true and accurate costs for the provided transportation services. (Ex. Bus use fees, bus driver salary, and etc.)

Bagley Public School busses, or any school vehicle, will not be rented outside of the district for any purpose other than Religious Release Time.

XII. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

**BAGLEY PUBLIC SCHOOLS
PUBLIC HEARING
OCTOBER 15, 2018
MINUTES**

MINUTES OF THE PUBLIC HEARING HELD OCTOBER 15, 2018

The Bagley School Board held a joint hearing with the local Indian Education Parent Committee and the Johnson O'Malley Committee concerning Impact Aid and Indian Education Programs on Monday, October 16, 2017, beginning at 6:45 p.m. The hearing was held at the Rice Lake Community Center. Members present: Wendy Fultz, Amy Fontaine, Jeremy Davies, Jamie Grover and Superintendent Cairns. Members absent: Adam Broden, LeAnn Agnes and Renee Benson.

1. Discussion was held regarding Policy 331 – Indian Policies and Procedures of Independent School District #162, Ensuring Tribal and Parental Involvement in Educational Programming and Policy 102 – Equal Education Opportunity.
2. Discussion was held regarding Title I Part A, Title II Part A, Title VI, Title VII Impact Aid, American Indian Education Aid, Johnson O'Malley (JOM), Anishinabe Club, After School Peer Tutoring, Read 180/Math 180, Special Education Services.
3. Carol Vik reviewed the "Needs Assessment" final results, Indian Education Programs, Indian Student Achievements and presented the Parent Committee Resolution.
4. The hearing adjourned at 7:28 p.m.

Adam Broden, Chairman
School Board
Ind. School District #162

Wendy Fultz, Clerk
School Board
Ind. School District #162

**BAGLEY PUBLIC SCHOOLS
REGULAR SCHOOL BOARD MEETING
OCTOBER 15, 2018
MINUTES**

The regular meeting of the School Board, Independent School District #162 was held on October 15, 2018, at 7:30 p.m. in High School Room 101. Members present: Wendy Fultz, Amy Fontaine, Jeremy Davies, Jamie Grover and Superintendent Cairns. Members absent: Adam Broden, LeAnn Agnes and Renee Benson.

Clerk Fultz called the meeting to order and opened with the Pledge of Allegiance to the Flag.

1. A motion was made by Jeremy Davies, seconded by Jamie Grover to approve the following consent agenda items:
 - A. October 1 Minutes
 - B. October 2018 Invoices - \$334,075.64 – Ck# 59424-59518
 - C. September 2018 Hand Payables - \$85,193.87 – Ck #32695-32727
 - D. September 2018 Statement of Cash Balances - \$4,636,339.80
 - E. September 2018 Budget Comparison
 - F. September 2018 Wires Payments - \$129,826.65
 - G. Elementary & High School Auxiliary AccountMotion passed 4-0.
2. Clerk Fultz announced that Boysen Olson, Jasper Spears-Thomas, Skylar Boe, and Hallie Lindgren were the October 3 Student Athletes of the Week and Preston Derheim, Kennedy Grover, McKenna Melbo, Gunnar Olson and Abigail Hagen were the October 10 Athletes of the Week.
3. Clerk Fultz announced that Bayli Dukek was the September Senior of the Month.
4. Clerk Fultz announced that McKinzie Halverson was the KRJB Radio Good Student Award Winner.
5. First reading and comments of the following policies were held:
 - A. Policy 414 – Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Policy 414F Mandate Reporter Form
 - B. Policy 427 – Workload Limits for Certain Special Education Teachers
 - C. Policy 511 – Student Fundraising
6. A motion was made by Jamie Grover, seconded by Jeremy Davies to adopt resolution accepting gifts/donations to Bagley Public Schools:

WHEREAS the following; therefore, **BE IT RESOLVED** by the School Board of Independent School District #162 – Bagley School Board does hereby accepts the following donations:

* \$200.00 from Lenore Neeland for BES Snack Milk Program
Motion passed 4-0.

7. A motion was made by Jamie Grover, seconded by Amy Fontaine to revise Policy 211 – Criminal or Civil Action Against School District, School Board Member, Employee, or Student. Motion passed 4-0.
8. A motion was made by Jeremy Davies, seconded by Jamie Grover to adopt Policy 404 – Employment Background Checks and Policy 404F – Informed Consent Form. Motion passed 4-0.

9. A motion was made by Amy Fontaine, seconded by Jamie Grover to revise Policy 406 – Public and Private Personnel Data and Policy 406F – Public and Private Personnel Data Form. Motion passed 4-0.
10. A motion was made by Jeremy Davis, seconded by Amy Fontaine to adopt Policy 505 – Distribution of Non-School Sponsored Materials. Motion passed 4-0.
11. A motion was made by Jamie Grover, seconded by Jeremy Davies to accept to revise Policy 331 – Indian Policies and Procedures of Independent School District 162, Bagley, MN. Ensuring Tribal and Parental Involvement in Educational Program. Motion passed 4-0.
12. A motion was made by Jeremy Davies, seconded by Wendy Fultz to approve the lease agreement between the District and Twin Pines Golf Course in the amount of \$4,000 per year for the next five years (July 1, 2018 – June 30, 2023). Motion passed 4-0.
13. Superintendent Cairns apprised the Board of the two proposals that the District will offering for the Fair Grounds Lease Agreement. Superintendent Cairns and Chairman Broden will are scheduled to meet with the County Agricultural Society Board in early November.
14. A motion was made by Jeremy Davies, seconded by Amy Fontaine to adopt the Tribal Consultation Affirmation. Motion passed 4-0.
15. A motion was made by Jamie Grover, seconded by Jeremy Davies to adopt the Resolution and Grant Application to MSHSL Foundation. Motion passed 4-0.
16. A motion was made by Amy Fontaine, seconded by Jeremy Davies to hire Tamara Evenwoll as a highly-qualified para educator contingent upon a satisfactory background check and meeting the No Child Left Behind requirements. Motion passed 4-0.
17. A motion was made by Jamie Grover, seconded by Amy Fontaine to hire Cali Olson as a highly-qualified para educator contingent upon a satisfactory background check and meeting the No Child Left Behind requirements. Motion passed 4-0.
18. A motion was made by Jeremy Davies, seconded by Jamie Grover to hire Kyle Koop as a highly-qualified para educator contingent upon meeting the No Child Left Behind requirements. Mr. Koop cannot exceed 40 hours between bus driving and the para positions. Motion passed 4-0.
19. ITEMS FOR THE NEXT AGENDA:
 - A. Policy Second Reads and Adoption:
 1. Policy 414 – Mandated Reporting of Child Neglect or Physical or Sexual Abuse and 414F Mandate Reporter Form
 2. Policy 427 – Workload Limits for Certain Special Education Teachers
 3. Policy 511 – Student Fundraising
 - B. Staffing
 - C. Raymond Auginaush - Transportation in the Rice Lake area
20. The next School Board meeting will be held on November 5, 2018, at 7:30 p.m. in High School Room 101.

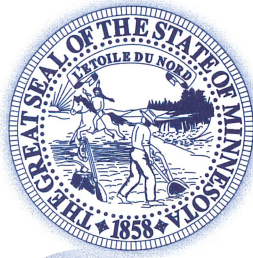
21. A special School Board meeting will be held on November 9, 2018 at 7:30 AM in High School Room 101 for School Board Election Canvassing.
22. A motion was made by Amy Fontaine to adjourn the meeting at 8:27 p.m. Motion passed 4-0.

Adam Broden, Chairman
School Board
Ind. School District #162

Wendy Fultz, Clerk
School Board
Ind. School District #162

Bagley School						
Enrollment K -12						
SY 2018-2019						
	11/1/18	10/1/18	9/18/18	5/31/18	9/19/17	
HK	15	15	15	11	10	
K	59	64	64	61	64	
1	61	62	62	83	84	
2	84	82	83	74	71	
3	70	70	70	91	87	
4	90	89	89	74	75	
5	73	73	73	95	98	
6	93	93	93	78	82	
Total K-6	545	548	549	567	571	
7	79	79	78	82	80	
8	85	85	85	71	75	
9	69	69	69	73	74	
10	76	74	74	55	63	
11	52	53	53	68	81	
12	67	67	66	67	74	
Total 7-12	428	427	425	416	447	
Total K-12	973	975	974	983	1,018	

Bagley School														
Enrollment K - 12														
Comparison 05/06 - 18/19 SY														
	11/18	11/17	11/16	11/15	11/14	11/13	11/12	11/11	11/10	11/09	11/08	11/07	11/06	11/05
HK	15	11	10	16	12	5	14	19	13	15	14	17	5	9
K	59	63	73	61	78	76	88	70	74	75	67	58	76	73
1	61	86	67	90	78	100	87	85	73	73	68	66	84	84
2	84	72	90	72	101	80	85	77	74	69	66	84	79	67
3	70	87	75	102	84	88	76	69	65	70	77	76	66	71
4	90	75	103	78	84	77	76	65	79	76	76	65	66	86
5	73	98	80	83	80	72	65	82	83	77	64	66	88	78
6	93	81	80	80	71	69	75	85	82	66	72	92	78	77
Total K-6	545	573	578	582	588	567	566	552	543	521	504	524	542	545
7	79	80	76	73	66	77	87	88	69	74	88	80	73	98
8	85	75	69	68	75	85	84	64	73	89	77	75	97	73
9	69	75	76	78	88	79	67	74	80	77	73	100	71	95
10	76	58	71	83	82	60	66	81	75	82	96	66	88	96
11	52	78	83	64	56	67	69	67	71	98	65	89	87	71
12	67	72	62	53	59	70	63	67	84	66	91	83	62	74
Total 7-12	428	438	437	419	426	438	436	441	452	486	490	493	478	507
Total K-12	973	1,011	1,015	1,001	1,014	1,005	1,002	993	995	1,007	994	1,017	1,020	1,052



STATE of MINNESOTA

Proclamation

- WHEREAS: There is an increasing public call for all levels of government become more responsive to citizen needs and desires; and
- WHEREAS: There is a limited amount of tax money and other resources, both human and physical, available to meet public demand for facilities, programs, and services; and
- WHEREAS: Full use of existing public facilities, programs, and services is a desirable community goal; and
- WHEREAS: Community education philosophy assumes that when local communities identify their own needs and resources, public agencies work cooperatively and, community betterment will result; and
- WHEREAS: Agency coordination and cooperation improve public service and maximize the use of tax dollars; and
- WHEREAS: The involvement of local communities is essential to the development of community education programs; and
- WHEREAS: On Thursday, November 8, 2018, "Community Education Day" will be celebrated throughout the United States.

NOW, THEREFORE, I, MARK DAYTON, Governor of Minnesota, do hereby proclaim Thursday, November 8, 2018, as:

COMMUNITY EDUCATION DAY

in the State of Minnesota.



IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Minnesota to be affixed at the State Capitol this 30th day of July.


GOVERNOR



SECRETARY OF STATE

Overnight or Out-of-State Trip Request Form

School Board Adopted: November 7, 2016

Group/Grade Level Requesting trip: Indian Ed Student Reps Staff in Charge: Carol Vik

Destination: Minnesota Indian Education Association - Hinckley, MN

Agency making the arrangements: N/A

Dates of Trip: Nov. 13-16, 2018

Number of School Days Missed: 2.5

Number of Students Participating: 5

Departure/Return Times: 12 noon^{11/13}, 3:30/4pm^{11/16}

Goal or purpose of the trip and its relationship to curriculum objectives: Minnesota Indian

Education Association Conference + Youth Day, learning about Indian Education + what it means, as well as leadership, advocacy, higher education.

Supervision requirements: one adult for every 8 students. Same gender chaperone must be included for each gender participating.

Staff Accompanying: Carol Vik, Graham Hensel

Other Adults Accompanying: * Lucille Thompson - parent, Indian Ed Committee member - mom + sister to 2 students.

Cost Factor:

Trip Funded by: Student/Parents Fundraiser School Other AIEA

Cost per student: _____

This cost includes: Trip cost for student (transportation, meals, lodging, admissions, etc.) \$ _____
Portion of trip cost for adult chaperones \$ _____
Other (please describe) \$ _____

What provision has been made for students with financial difficulties? Fund raising activities conducted?

All costs covered by AIEA grant.

What efforts have been made to acquire the most cost effective price? N/A - conference costs.

Transportation Information: How will students be transported?

Bus _____ Name of Company _____

Plane _____ Name of Airline _____

School District bus or van X 1 suburban or 2 vans.

School District not responsible for transportation _____

Other - explain _____

Meal (and lodging if relevant) arrangements (attach additional pages if necessary): _____

Breakfast x 2 @ \$7 = 14/person lunch x 1 @ 9 = \$9/person
Supper x 2 @ \$15 = \$30/person -> \$53/person

Description of trip plan and routes (attach additional pages if necessary): Hwy 2 to 35w.
 Please see attached.

Communication – Please attach a copy of the trip itinerary. Include parental and student input in the planning process and all parent meetings conducted to ensure full disclosure of the trip and associated topics to include but not limited to: purpose of the trip, cost (to include spending money), fund raising, adult chaperones, emergency telephone numbers, medical insurance needs, procedures for sending a student home in case of an emergency (medical, disciplinary, etc.) and itinerary.

Person in Charge Signature Carol Urs
Building Principal Signature [Signature]
Superintendent Signature _____

Date 10/31/18
Date 10/31/18
Date _____

Date School Board Approved _____

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

Board Adopted: August 15, 2011

Board Revised: ~~August 21, 2017~~ 2018

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and federal law and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
 - 1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, rigorous courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
 - 2. student performance on the Minnesota Comprehensive Assessments;
 - 3. high school graduation rates; and
 - 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.

- F. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
 - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all ~~nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female~~ student categories identified in state and federal law;
 - 2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;
 - 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students’ access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
 - 4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
 6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
 7. an annual budget for continuing to implement the school district plan.
- B. School district site and school site goals shall include the following:
1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.*These skills include the following:

[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]

 - a. reading, writing, speaking, listening, and viewing in the English language;
 - b. mathematical and scientific concepts;
 - c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);
 - d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
 2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
 - a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;

- e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
- a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.
5. Students will be given the opportunity to acquire human relations skills necessary to:
- a. appreciate, understand, and accept human diversity and interdependence;
 - b. address human problems through team effort;
 - c. resolve conflicts with and among others;
 - d. function constructively within a family unit;
 - e. promote a multicultural, gender-fair, disability-sensitive society.
- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as

instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.

1. The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year **and shall identify students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher.** Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment.
2. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. **the** student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student **and the student's progress;** and
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

This provision may not be used to deny a student's right to a special education evaluation.

3. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. **If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level.** Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)

Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

604 INSTRUCTIONAL CURRICULUM

Board Adopted: February 3, 2014

Board Revised: 2018

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
2. Mathematics and science;
3. Social studies, including history, geography, economics, government, and citizenship;
4. Health and physical education;

Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. The arts;
6. Career and technical education; and
7. World languages.

[Note: World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates or Minnesota World Language High Achievement Certificates consistent with Minn. Stat. § 120B.022, Subd. 1.]

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

C. Elementary and middle schools shall offer at least three, and require at least

two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.

- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.
 - 1. In the school district's discretion, training and instruction may result in CPR certification.
 - 2. CPR and AED instruction must include CPR and AED training that have been developed:
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
 - 3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
 - 4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an

eligible student who has a disability.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

- H. The school district shall assist all students by no later than grade 9 to explore their college and career interests and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must be designed to:
1. provide a comprehensive academic plan for completing a college and career-ready curriculum premised on meeting state and local academic standards and developing 21st century skills such as team work, collaboration, and good work habits;
 2. emphasize academic rigor and high expectations **and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;**
 3. help students identify **interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices** ~~personal learning styles that may affect their postsecondary education and employment choices;~~
 4. **set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;**
 45. help students **gain access to postsecondary** ~~gain access to postsecondary~~ education and career options;
 56. integrate strong academic content into career-focused courses and **applied and experiential learning opportunities** ~~applied and experiential learning opportunities~~ and integrate relevant career-focused courses **and applied and experiential learning opportunities** into strong academic content;
 67. help ~~students and families~~ identify and **gain access to** ~~gain access to~~ appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 78. help ~~students and families~~ identify collaborative partnerships **among of** ~~among of~~ pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and **local and regional** employers that

support students' transition to postsecondary education and employment and provide students with **applied and** experiential learning opportunities; and

9. **be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.**

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select a career, career interest, employment goals, or related job training.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

[Note: Minn. Stat. § 120B.125 requires school districts to provide the services set forth in Section II.H. beginning in the 2013-2014 school year.]

- I. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student’s transcript that the student answered at least 30 of 50 civics test questions correctly.
 1. “Civics test questions” means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state’s civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota’s Legacy website by August 1 of that year.
 2. A school or district may exempt a student with disabilities from this requirement if the student’s IEP team determines the requirement is inappropriate and establishes an alternative requirement.
 3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.
 4. Schools and districts may administer civics test questions as part of the social studies curriculum.
 5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.
 6. The school district cannot charge a fee related to this requirement.

[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

613 GRADUATION REQUIREMENTS

Board Adopted: February 3, 2014

Board Revised: 2018

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students entering grade ~~8 9 in the 2012-2013 school year and earlier must satisfactorily complete, as determined by the school district, all credit requirements, all state academic standards, or local standards where state standards do not apply, and successfully pass graduation examinations, as required, in order to graduate. For students entering grade 9 in the 2013-2014 2012-2013~~ school year and later, ~~the school district's policy is that students~~ must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards on a nationally normed college entrance exam. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- C. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- D. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- E. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- F. "GRAD" means the graduation-required assessment for diploma that measures

the reading, writing, and mathematics proficiency of high school students.

IV. TEST ADMINISTRATOR

Amy Kent shall be named the school district test administrator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

~~A. Students enrolled in grade 8 through the 2009-2010 school year are eligible to be assessed under:~~

~~1. the graduation required assessment for diploma (GRAD) in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) and Subd. 1(d) (2012) as follows:~~

~~a. for reading and mathematics:~~

~~i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;~~

~~ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;~~

~~iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an individualized education program (IEP) or Section 504 (504) plan;~~

~~iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or~~

- v. ~~achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and~~
 - b. ~~for writing:~~
 - i. ~~achieving a passing score on the GRAD;~~
 - ii. ~~achieving a passing score as determined through a standard-setting process on the state-identified language proficiency test in writing for students designated as English language learners;~~
 - iii. ~~achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or~~
 - iv. ~~achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.~~
 - c. ~~Students enrolled in grade 8 in any school year from the 2005-2006 school year to the 2009-2010 school year who do not pass the mathematics GRAD under Section V.A.1. are eligible to receive a high school diploma if they:~~
 - i. ~~complete with a passing score or grade all state and local coursework and credits required for graduation by the school board granting the students their diploma;~~
 - ii. ~~participate in district-prescribed academic remediation in mathematics; and~~
 - iii. ~~fully participate in at least two retests of the mathematics GRAD test or until they pass the mathematics GRAD test, whichever comes first.~~
- 2. ~~the WorkKeys job skills assessment;~~
- 3. ~~the Compass college placement test;~~
- 4. ~~the ACT assessment for college admission;~~
- 5. ~~a nationally recognized armed services vocational aptitude test; or~~

- ~~6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.~~
- ~~B. Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are eligible to be assessed under:~~
 - ~~1. the GRAD in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) (2012) as follows:~~
 - ~~a. for reading and mathematics:~~
 - ~~i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;~~
 - ~~ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;~~
 - ~~iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;~~
 - ~~iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or~~
 - ~~v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and~~
 - ~~b. for writing:~~
 - ~~i. achieving a passing score on the GRAD;~~

- ~~ii. achieving a passing score as determined through a standard-setting process on the state-identified language proficiency test in writing for students designated as English language learners;~~
- ~~iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or~~
- ~~iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.~~

~~2. the WorkKeys job skills assessment;~~

~~3. the Compass college placement test;~~

~~4. the ACT assessment for college admission;~~

~~5. a nationally recognized armed services vocational aptitude test; or~~

~~6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.~~

~~C.~~ For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

~~1A. demonstrate understanding of required academic standards encouragement to participate~~ on a nationally normed college entrance exam ~~in grade 11 or grade 12;~~

~~2B.~~ achievement and career and college readiness tests in mathematics, reading, and writing. The tests must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation. In addition, the tests must ensure that the foundational knowledge and skills for students' successful performance in postsecondary employment or education and articulated series of possible targeted interventions are clearly identified and satisfy Minnesota's postsecondary admission requirements. To the extent available, the tests should:

- A1. monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and
- B2. based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and
- 3C. consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- 4D. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- 5E. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- 6F. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college must be actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.
- G. A student's progress toward career and college readiness must be recorded on the student's high school transcript.
- ~~D. Students enrolled in grade 8 through the 2011-2012 school year who have not yet demonstrated proficiency on the Minnesota comprehensive assessments, the GRAD, or the basic skills testing requirements prior to high school graduation may satisfy state high school graduation requirements for assessments in~~

reading, mathematics, and writing by taking:

1. ~~the GRAD in reading, mathematics, or writing Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) (2012) as follows:~~

a. ~~for reading and mathematics:~~

i. ~~obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;~~

ii. ~~achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;~~

iii. ~~achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;~~

iv. ~~obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or~~

v. ~~achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and~~

b. ~~for writing:~~

i. ~~achieving a passing score on the GRAD;~~

ii. ~~achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;~~

~~iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or~~

~~iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.~~

~~2. the WorkKeys job skills assessment;~~

~~3. the Compass college placement test, a nationally recognized armed services vocation aptitude test; or~~

~~4. the ACT assessment for college admission.~~

VI. GRADUATION CREDIT REQUIREMENTS

~~A.~~ Students beginning 8⁹th grade in the ~~2011-2012~~ 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

~~1A.~~ Four credits of language arts sufficient to satisfy all academic standards in English language arts;

~~2B.~~ Three credits of mathematics, including an algebra II credit or its equivalent, encompassing at least algebra, geometry, statistics, and probability, or its equivalent, sufficient to satisfy all of the academic standards in mathematics.

~~C.~~ Students in the graduation class of 2015 and beyond must complete an algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;

~~3D.~~ Three credits of science, including at least: (a) one credit in biology; (b) one chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science; credit or a career and technical education credit that meets standards underlying the chemistry, physics, or biology credit or a combination of those standards approved by the school district; and (c) meeting biology standards under Section VI.A.3.(b) does not meet the biology requirement under Section VI.A.3.(a);

~~4E.~~ Three and one-half credits of social studies, encompassing at least United

States history, geography, government and citizenship, world history, and economics, ~~or three credits of social studies, encompassing at least United States history, geography, government and citizenship, and world history, and one-half credit of economics taught in a school's social studies, agriculture education, or business department~~ sufficient to satisfy all of the academic standards in social studies;

~~5~~F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and

~~6~~G. A minimum of seven elective credits.

~~7~~H. Credit equivalencies

~~A1. A credit is equivalent to a student successfully completing an academic year of study or a student mastering the applicable subject matter, as determined by the school district. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.~~

~~B2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above. ~~credit may fulfill a credit requirement other than the specified science credit in biology under Section VI.A.3.~~~~

~~C3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above. ~~or a science requirement other than the specified science credit in biology under Section VI.A.2., VI.A.3., or VI.A.5.~~~~

~~4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.~~

5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.

~~B. Students beginning 9th grade in the 2013-2014 school year and later must successfully complete the following high school level credits for graduation:~~

- ~~1. Four credits of language arts sufficient to satisfy all of the academic standards in English language arts;~~
- ~~2. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;~~
- ~~3. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;~~
- ~~4. Three credits of science, including at least one credit of chemistry or physics, and one elective credit of science. The combination of credits under this clause must be sufficient to satisfy:
 - ~~a. all of the academic standards in either chemistry or physics and~~
 - ~~b. all other academic standards in science;~~~~
- ~~5. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;~~
- ~~6. One credit of the arts sufficient to satisfy all of the state or local academic standards in the arts; and~~
- ~~7. A minimum of seven elective credits.~~
- ~~8. Credit equivalencies
 - ~~a. A one-half credit of economics taught in an agriculture education or business department may fulfill a one-half credit in social studies under Section VI.B.5. if the credit is sufficient to satisfy all of the academic standards in economics.~~
 - ~~b. An agriculture science or career and technical education credit may fulfill the elective science credit requirement other than the~~~~

~~specified science credit under Section VI.B.4. if the course meets academic standards in science as approved by the school district. An agriculture science or career and technical education credit may fulfill the credit in chemistry or physics or the elective science credit required under Section VI.B.4. if:~~

~~i. the credit meets the chemistry, physics, or biology academic standards or a combination of these academic standards as approved by the school district; and~~

~~ii. the student satisfies either all of the chemistry academic standards, all of the physics academic standards, or all of the applicable elective science standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Section VI.B.4.~~

~~c. A career and technical education credit may fulfill a mathematics or arts credit requirement under Section VI.B.2. or Section VI.B.6.~~

~~d. An agriculture education teacher is not required to meet the requirements of Minn. Rules Part 3505.1150, Subpart 1, Item B (2012), to meet the credit equivalency requirements of Section VI.B.8.b.~~

VII. GRADUATION STANDARDS REQUIREMENTS

A. All students must demonstrate their understanding of the following academic standards ~~on a nationally normed college entrance exam:~~

1. School District Standards, Health ~~and Physical Education~~ (K-12);
2. School District Standards, ~~Vocational Career~~ and Technical Education (K-12); and
3. School District Standards, World Languages (K-12).

B. Academic standards in health, world languages, and ~~vocational career~~ and technical education will be reviewed on an annual basis.* ~~A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Lanaguages.~~

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.

C. All students must satisfactorily complete the following required Graduation

Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, **English** Language Arts K-12;
 2. Minnesota Academic Standards, Mathematics K-12;
 3. Minnesota Academic Standards, Science K-12;
 4. Minnesota Academic Standards, Social Studies K-12; and
 5. Minnesota Academic Standards, **Arts Physical Education** K-12;.
- D.** **State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.**
- DE.** The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
(repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and
Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

Board Adopted: January 21, 2014

Board Revised: 2018

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. “Child” means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Mandated reporter” means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- E. “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:
 - 1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child’s physical or mental health when reasonably able to do so, including a

growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;

2. 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;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or 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;
6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 4, Clause (5);
7. 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 and safety; or
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include 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 the lack of medical care may cause serious danger to the child's health.

- F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are

available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

- G. “Physical abuse” means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child’s care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child’s history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 121A.67 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental 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 on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child’s behavior, motor coordination, or judgment or 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 substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child’s care that is a violation under Minn. Stat. § 121A.58.

- H. “Report” means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.
- I. “School personnel” means professional employee or professional’s delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.
- I. “Sexual abuse” means the subjection of a child by a person responsible for the child’s

care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. **Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking.** Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).

[Note: The inclusion of sex trafficking becomes effective on May 29, 2017.]

- J. “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.
- K. “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 a 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 the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- L. “Threatened injury” means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, 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, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.
- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare

agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.

- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred and may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating

agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been

concluded.

- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 121A.58 (Corporal Punishment)

Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)

Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)

Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)

Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)

Minn. Stat. § 260C.007, Subd. 4, Clause (5) (Child in Need of Protection)

Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)

Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)

Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)

Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)

Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)

Minn. Stat. § 609.379 (Reasonable Force)

Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)

Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

CLEARWATER COUNTY DEPARTMENT OF HUMAN SERVICES

216 Park Ave NW – PO Box X

Bagley, MN 56621

(218) 694-6164 **Fax: (218) 694-3535**

INSTRUCTIONS: Respond to each item, even if reply is “unknown” or “none.” Submit reports to Child Protection Intake at the above address or fax. Please type or print clearly and provide as much detail as possible.

CHECK TYPE OF REFERRAL:	
<input type="checkbox"/> SUSPECTED CHILD ABUSE <input type="checkbox"/> SUSPECTED CHILD NEGLECT	
FROM	NAME: _____ AGENCY/SCHOOL: _____
	Address: _____ Phone: _____
CHILD	Name of Child: _____ Birth Date: _____
	Address of Child: _____
PARENT	Name of Parent or Guardian: _____ Phone: _____
	Address of Parent or Guardian(s): _____

Describe the nature and extent of the current injury to the child. The nature and extent of the circumstances leading to the suspicion that the child is a victim of abuse/neglect. (Be specific, use back of page if necessary.)

DESCRIPTION OF CONCERN	

Information concerning previous injury or conditions of abuse/neglect too this child or other children in family situation, including previous action taken, if any.

PAST DATA	

Any other information available to you which could be helpful establishing the cause of the injuries or neglect.

OTHER	

In accordance with Minnesota Statute 626.556, the name of the person or agency reporting child abuse or neglect shall not be disclosed to the subject of the report while the report is under assessment. Upon completion of the assessment, the name of the reporting party shall remain confidential and shall only be disclosed upon court involvement.

SIGNATURE	SIGNATURE OF PERSON MAKING REPORT	DATE OF REPORT	DATE COPIES MAILED

427 **WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS**

Board Adopted: June 1, 2015

Board Revised: ~~May 16, 2016~~ 2018

[Note: School districts are required by Minn. Rule 3525.2340, Subp. 4.B., to have a policy for determining the workload limits of special education staff who provide services to students who receive direct special education services 60 percent or less of the instructional day.]

[Note: Minn. Stat. § 179A.07, Subd. 1, of the Public Employment Labor Relations Act (PELRA) provides that a public employer is not required to meet and negotiate on matters of inherent managerial policy. Matters of inherent managerial policy include, but are not limited to, the organizational structure, selection of personnel, and direction and number of personnel. MSBA’s position is that this policy is not a mandatory subject of bargaining. School districts, therefore, are cautioned to not relinquish their inherent managerial right to determine workload limits for special education teachers.]

I. PURPOSE

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

II. DEFINITIONS

A. Special Education Staff; Special Education Teacher

“Special education staff” and “special education teacher” both mean a teacher employed by the school district who is licensed under the rules of the Minnesota ~~Board of Teaching~~ **Professional Educator Licensing and Standards Board** to instruct children with specific disabling conditions.

B. Direct Services

“Direct services” means special education services provided by a special education teacher when the services are related to instruction, including cooperative teaching.

C. Indirect Services

“Indirect services” means special education services provided by a special education teacher which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with children with disabilities to monitor and observe.

D. Workload

“Workload” means a special education teacher’s total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

III. GENERAL STATEMENT OF POLICY

A. Workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.

- B. In determining workload limits for special education staff, the school district shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, the bargained work agreement, travel time, and other services required in the IEPs of eligible students.

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

- Legal References:** Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)
Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of "Direct Services," "Indirect Services," "Teacher," and "Workload")
Minn. Rule 3525.2340, Subp. 4.B. (Case Loads for School-Age Educational Service Alternatives)
- Cross References:** MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)

511 STUDENT FUNDRAISING

School Board Adopted: December 1993

School Board Revised: ~~February 5, 2018~~ 2018

I. PURPOSE

The purpose of this policy is to address student fundraising efforts.

II. GENERAL STATEMENT OF POLICY

The school board recognizes a desire and a need by some student organizations for fundraising. 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.

III. RESPONSIBILITY

- A. ~~It shall be the responsibility of the~~ The building administrators shall be responsible for ~~to~~ developing recommendations to the superintendent that will result in a level of activity deemed acceptable by employees, parents and students. Fundraising must be conducted in a manner that will not result in embarrassment on the part of individual students, employees, or the school.
- B. All fundraising activities must be approved in advance by the school board. Participation in nonapproved activities shall be considered a violation of school district policy. "Fundraising Request Forms" are available at the building or district office. A request form must be completed and submitted to the building principal's office.
- C. ~~It shall be the responsibility of the~~ The superintendent shall be responsible for ~~to~~ provide-ing coordination of student fundraising throughout the school district as deemed appropriate. All fundraising activities will be placed on the shared Google calendar.
- D. 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.
- E. 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.
- F. Upon completion of the fundraiser, the advisor will complete a "Fundraising

Accountability Report” and submit to the principal for review within 30 days. The fundraising accountability report will be retained with the student activity account records and a copy sent to the district office.

Legal References: Minn. Stat. § 120A.20 (Age Limitations; Pupils)
Minn. Stat. § 123B.09, Subd. 8 (Duties)
Minn. Stat. § 123B.36 (Authorized Fees)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 713 (Student Activity Accounting)



Clearwater County Environmental Services

213 Main Ave N Dept. 206
Bagley, MN 56621-8304

218/694-6183
fax: 218-694-6244

www.co.clearwater.mn.us

October 30, 2018

Bagley School District 162
Superintendent Steve Cairns,
202 Bagley Ave NW
Bagley, MN 56621

RE: Polk County Organics Grant

Dear Steve:

This past March we started out on a grant project through Minnesota Pollution Control Agency to implement recycling in the school as a way to reduce the school's solid waste hauling and disposal costs. That project is just about to start up now with installation of the auger compactors happening as I'm writing this letter.

At the same time, Polk County applied for a grant to obtain and install organics composting equipment at facilities that produce large amounts of organic wastes. Polk's proposal was also awarded, and through its partnership with Polk, Clearwater County has an opportunity to participate with at least two sites. This letter is to request your commitment and support to participate at the elementary school and the high school, again with an aim toward reducing hauling and disposal costs for another large segment of your waste stream.

Each site will need sufficient space to install 22 foot roll-off containers and standard 110V electrical service for an attached blower, with proximity to the cafeteria facilities in each building where most organic wastes are produced. Compostable organics will need to be separated from non-compostables, so an educational component is critical to adjust the daily kitchen and cafeteria routine. The custodians will now need to keep the compostable waste separated from other trash, although regular trash should now be reduced to a very small volume.

The cost to each site is currently estimated at \$3,300 per site which includes the equipment and a startup supply of compostable garbage bags. An added cost may be electrical service to the equipment, depending on the site. In the long term the school may choose to install concrete for the roll-off container site, but this would not be required immediately as the roll-offs can sit on

gravel or pavement as well. When full, these roll-offs would be hauled to the Polk County Landfill near Gentilly where Polk's composting facility is located.

Without getting into too much detail about how the potential savings to the school is calculated, we should be able to cut the overall cost in about half, which amounts to a savings of about \$4,000 per year, for the organic portion of your waste stream. I'm using an estimate for the fraction of the school's waste that's estimated to be organics (conservatively about 30%), then figuring in a reduced tip fee Polk is offering and the more efficient haul method.

There are some options and variables that could make my numbers change somewhat, and there is also some risk that the equipment will not work as the vendor promises. If that happens and we are forced to abandon the project, then we'll basically be left with two overbuilt recycling bins with useless blower systems, all at a bargain price! In all seriousness, the reality is this is a bit of an experiment for our cold climate, but if it fails there will be the option of returning to current methods, so there is little risk.

Please present this information to the School Board at your next opportunity and contact me with any questions or concerns you may have. I look forward to your response.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dan Hecht', with a long horizontal flourish extending to the right.

Dan Hecht, Administrator
Environmental Services

cc: Dan Lavine, Bagley School Custodian