

ISD #314  
Isanti, Pine, Chisago,  
& Kanabec Counties  
Braham, MN 55006

AGENDA  
REGULAR SCHOOL BOARD MEETING  
Monday, October 16, 2017  
7:00 pm – BAHS Community Room

1. Regular meeting called to order by Chair. Pledge of Allegiance.
2. Adopt Agenda.
3. Consent Agenda:
  - a. Approve the minutes of the September 18th Regular School Board meeting.
  - b. Approve the October bills.
  - c. Review and accept the October Treasurer's report.
  - d. Personnel
  - e. Enrollment
4. Acknowledgement of Donations or Contributions
5. Open Forum.
6. Presentation by PLC Leadership Team.
7. Review Elementary Principal's report.
8. Review High School Principal - Activities Director report
9. Review Community Ed report.
10. Superintendent's Report.
11. Acknowledge Braham "HONORS" Recipients.
12. Review Student Council Representative's report.
13. School Board members' reports/updates.
14. Consider Resolution of School Board Supporting Application to MSHSL Foundation
15. Consider Bids received for lease agreement of school owned property (farm land) for 2018 growing Season.
16. Consider 2017-2018 Seniority List for Instructional and Support Staff Personnel
17. Consider ratification of the BEA Union contract for 2017-2019.
18. Consider ratification of eight at-will employee work agreements for 2017-19.
19. Consider approval of three trips for the VoAg dept.
20. Consider approval of annual MDE Assurance of Compliance report.
21. Consider Resolution Establishing Combined Polling Places for Multiple Precincts and Designating Hours during which the Polling Places will Remain Open for Voting for School District Elections not held on the Day of a Statewide Election.
22. Consider THIRD reading of updated #506 - Student Discipline Policy. - Page 21
23. Consider SECOND reading of three MSBA policies. - Page 37
24. Consider cycle review of district policies for adoption. - Page 53
25. Set Special School Board meeting to canvass November 7 election results.
26. REMINDER of 2017 Truth-in-Taxation Public Hearing
27. Reminder of the November School Board meeting.
28. Adjourn.

**1. Meeting called to order by Chair. Pledge of Allegiance.**

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Roll Call.

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**2. Adopt agenda.**

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**3. Consent Agenda:**

- a. Approve the minutes of the September 18th Regular School Board meeting.

Ind. School District No. 314  
Isanti, Pine, Chisago & Kanabec Counties  
Braham, MN 55006

Regular School Board Meeting  
Monday, September 18, 2017  
7:00 pm – BAHS Community Room

The regular school board meeting was called to order by Chair Steven Eklund at 7:00 p.m. The Pledge of Allegiance was recited.

Members present: S. Eklund, M. Thompson, T. Cuda, A. Londgren, J. Paitl, R. Hughes and Supt. Gagner.  
Members absent: A. Flowers

Chair Eklund requested additional item to discuss 6th grade configuration. Motion by R. Hughes, second by T. Cuda to adopt the agenda with the addition. Carried.

Motion by M. Thompson, second by A. Londren to approve the minutes of the August 21, 2017 Regular meeting, approve the August additional bills \$80,808.73 and the September bills \$186,161.58; accept the September Treasurer’s report, and review the enrollment analysis. The board approved the hirings of: 1) Stephanie Thomas as an elementary special ed para, 33.75 hours per week, student contact days only. Her start date was Aug. 28, 2017. She will be paid on step 1 of the para contract. 2) Courtney Robinson as an elementary special ed para, 33.75 hours per week, student contact days only. Her start date was Aug. 28, 2017. She will be paid on step 1 of the para contract. 3) Janet Sundermeyer as an elementary special ed para, 33.75 hours per week, student contact days only. Her start date was Sep. 5, 2017. She will be paid on step 1 of the para contract. 4) Nicole Wink as a first grade long-term substitute teacher beginning approximately Dec. 20, 2017. She will be paid at BA, Step 1. 5) Jeanette Lener as an elementary special ed para, 33.75 hours per week, student contact days only. Her start date was Sep. 12, 2017. She will be paid on step 1 of the para contract. 6) Chris Thielen as a BASK worker from 3 to 4 p.m. student contact days only. Her first day was Sep. 5, 2017. She will be paid at Step 3 of the para contract. 7) Kelly Monson as a BASK worker from 4 to 6 p.m. student contact days only. Her first day was Sep. 5, 2017. She will be paid at Step 4 of the para contract. 8) Peter Duvernay as a special ed van driver from 3 - 4 p.m. student contact days only on an as needed basis. His start date was Sept 5, 2017. He will be paid on Step 2 of the para contract. 9) Maddie Altendorf as the junior high girls’ basketball coach. Her start date will be Jan. 4, 2018. She will

be paid at Lane 5, Step 1 of the C-schedule. 9) Josh Faulkner as the C-team junior high boys' basketball flex coach. His start date will be Nov. 20, 2017. He will be paid at Lane 8, Step 2 of the C-schedule. The board also approved: 1) Andrea DeRushia, elementary teacher, lane change from BA+30 to MA. Her 2017-18 salary will be based on MA, Step 11. 2) Katie Thies', K-12 music teacher, lane change from BA+15 to BA+30. Her 2017-18 salary will be based on BA+30, Step 5. Carried

Motion by J. Paitl, second by R. Hughes to acknowledge the September 2017 donations for the purposes requested: for the BAES climbing wall \$100 from Lee & MerrieAnn Hesselroth and for the German Club \$525 from the Royal Neighbors of Grasston. Carried.

Community member Katie Sparling spoke during open forum expressing concern about the vested interest of a board member whose children do not attend Braham schools. Sparling concluded her remarks by saying, "It is my hope that this board member would resign and would allow someone who has vested interest in the school and has children in our schools to step into that position."

Sue Pearson presented on behalf of the district physical education PLC. The PE/health PLC will continue to work on curriculum alignment for K-12 and look at the fitness testing data. They received a grant from DNR to purchase archery equipment last year and are excited about getting to work with it. They are planning for a climbing wall in the gym at the elementary and are raising funds.

Principal Eklund reviewed his written report. They welcomed the Early Childhood and other new students at the first Bomber PRIDE assembly on Sept. 15. Congratulations to Peter Durvernay as the elementary T.E.A.M. award winner for Sept. There are 2 math corps tutors for grades 5 - 8 and 4 reading corps tutors for grades 1 - 4. Braham Elementary was chosen as a School of Excellence as one of eight schools out of 491 Minnesota public and charter schools. Special thanks to Tracy Fix, Lori Lemieux, Candi Lund and Katie Blomdahl on all their work to help make the application successful and to all the staff for a job well done.

Principal/AD Kuhnke reviewed his written report. Most of the participation numbers in fall activities are up. Homecoming is the week of Oct. 8th to the 13th. The first home FB game on the new field was "exactly like it was suppose to be!" from the tail gaiting, to the commentators, to the spectators. Many positive comments have been shared with Principal/AD Kuhnke. Alex Kurvers, Student Council said "from the player's perspective, it's a great field, it was like a cloud."

The Community Ed report was reviewed. The "Seussical" play in the summer was a huge success. Community Ed fall flyers were mailed out Sept. 1st. Eighty-four people attended grandparent's night on Sept. 12th. Preschool screening is scheduled for Oct. 5th.

Supt. Gagner reviewed his written report. He attended the MASBO Tax Levy meeting. Work continues on the World's Best Workforce Plan with a committee meeting scheduled for Oct. 11th. Staff and community members are invited to be part of this committee. The auditing firm of Burkhardt, Burkhardt, Ltd was here Aug. 28 to 30 and will present at the Oct. or Nov. meeting.

Supt. Gagner congratulated the following staff, students, and community members for their accomplishments as "Braham HONORS" recipients. They are: Nancy VanderHeyden, Marlys Carlson, Aitor Leniz, Jay Sparling, Kelby Jennissen, Jessica Olson, Becky Anderson, Eric Jones, Britne Engelking, Trevor White, Donna Bryant, Mike Thompson, Steve Eklund, Bob Hughes, Judy Patzoldt, Marie Sward, the City of Braham, Bryan Johnson, Emily

Lindquist, Julie Grell, the Braham Fire Dept, and Dawn Olson from the Braham Bus Company.

Alex Kurvers, Student Council representative, reported that “it’s been a fantastic start to the year”. They are working on getting a clothing website set up with Watson’s in Cambridge to offer Braham apparel and accessories. They will be hosting an American Red Cross blood drive on November 28 from noon - 6 p.m. in C100.

School board members attended various events including: Negotiations, football and volleyball games, Open House, staff back to school lunch, safe routes to school meeting, hog roast for football, sold concessions for football, ECMECC and Executive SEE meetings.

Motion by M. Thompson, second by R. Hughes to certify the maximum levy authority allowable for the district’s property tax levy for 2017 payable 2018. **Carried.** A copy of said levy authority shall become a part of the official minutes.

The following announcement was made by Chair Steve Eklund: **Ind. School District #314’s Truth-In-Taxation Public Hearing will be set as an agenda item at the regular December school board meeting that will be held on Monday, December 18th, 8:15 p.m. in the BAHS Community Rm.**

Motion by T. Cuda, second by J. Paitl to adopt the Resolution Appointing Election Judges for the Nov. 7th, 2017 Regular and Special School Board Election. A roll call vote was taken. S. Eklund, M. Thompson, T. Cuda, A. Londgren, J. Paitl and R. Hughes voted yes. Member A. Flowers was absent. There were no NO votes. A copy of said resolution will become part of the official minutes. Carried.

Motion by A. Londgren, second by T. Cuda to approve the addition of the Braham Education Foundation to the not-for-profit group list on policy #902. Carried

Motion by S. Eklund, second by T. Cuda to approve the following protocol when making decisions regarding busing of students residing outside the district: 1) decisions will be made on a case by case basis and include such factors as road conditions, safety, time which students need to load, and impact on other in-district riders, etc; 2) families may be charged up to 50% of the cost and must prepay; 3) requests must be made in writing to the Superintendent’s office and will receive stronger consideration when made prior to the start of the school year. Carried.

Motion by A. Londgren, second by J. Paitl to authorize calling for bids for lease agreement on the 4.3 acres of school owned farmland property for the 2018 growing season. Carried.

Motion by A. Londgren, second by T. Cuda to approve the MOU with the three SEIU bargaining units. Carried

Second reading of policy #506 - Student Discipline.

First reading of MSBA updated policies: #614 - Testing Plan and Procedures; #620 - Credit for Learning; and, #903 - Visitors to School District Buildings and Sites.

Motion by M. Thompson, second by R. Hughes to adopt the following policies up for cycle review: #613 - Graduation Requirements; #618 - Assessment of Standard Achievement; #619 - Staff Development of Standards. Carried

Chair Eklund opened discussion regarding 6th grade classroom size which is currently 32 and 33. Supt. Gagner stated Principal Eklund has provided an additional licensed teacher for the subjects of reading and math and additional para time for over half the school day. 6th grade teachers, D. McDonald and T. Fix, feel the larger problem is the lack of space in their rooms. They have also discussed how they would split the classes if they had to and it would be “like giving up our kids. The kids have already settled in with us.” Supt. Gagner stated “though not ideal, I am 100% confident it will work. We are in a tough spot financially and none of us want to be here.” Motion by Chair Eklund, second by M. Thompson to explore options in sixth grade to consider configuration of classrooms for space and/or hiring part time afternoon licensed staff for 6th grade. Carried

Chair Eklund reminded all present of the Regular School Board meeting to be held on Monday, October 16th, at 7:00 p.m. in B100 - Community Room.

Motion by A. Londgren, second by M. Thompson to adjourn the meeting. Chair Eklund adjourned the meeting at 8:19 p.m.

Attest: \_\_\_\_\_  
Allison Londgren, Clerk

Attest: \_\_\_\_\_  
Steven Eklund, Chair

- b. Approve the October bills.
- c. Review and accept the October Treasurer’s report.
- d. Enrollment Analysis

	Sep 12	Oct 2
K	53	53
1	63	63
2	65	65
3	46	46
4	64	63
5	51	52
6	65	64
7	56	56
8	49	49
9	64	62
10	48	50
11	49	49
12	53	52
<b>K - 12</b>		
<b>Sub-Total</b>	<b>726</b>	<b>724</b>
ECSE	17	19
<b>TOTAL</b>		
<b>K - 12</b>		
<b>plus</b>		
<b>ECSE</b>	<b>743</b>	<b>743</b>

e. Personnel

**RESIGNATION**

**Janet Sundermeyer**, Elem 1:1 special ed para, has submitted her letter of resignation effective Sept. 21, 2017.

**Kayla Richmond**, Title One, has submitted her letter of resignation effective at the beginning of the 2017-18 school year.

**RECOMMENDATIONS**

**Melinda Husnick** correction to increase one time collective bargaining agreement payment by \$80 for 2017-18.

**Shawna Bobo** is being recommended by Principal Eklund as the special ed van support para for 10 hours per week. Her start date was Oct. 10, 2017. She will be paid at Step 1 of the para contract.

**Sue Stigen** is being recommended by Principal Eklund as the lunchroom/recess para for 7.5 hours per week. Her start date was Sept. 12, 2017. She will be paid t Step 1 of the para contract.

**Stephanie Thomas**, elementary special ed para, correct hours are 6.5 hours/day from 8 am to 3 pm effective Sept. 5, 2017.

**C-SCHEDULE RECOMMENDATIONS**

**Becky Swanson, HS Social Studies teacher**, is being recommended by Principal/AD Kuhnke as the Geography Bee Coordinator. Her start date is Sept. 21, 2017. She will be paid per the C-Schedule.

**Kim Beidleman, elementary teacher**, is being recommended by Principal/AD Kuhnke as the Spelling Bee Coordinator. Her start date is Sept. 25, 2017. She will be paid per the C-Schedule.

**LANE CHANGE REQUESTS**

**Beth Stone, High School Math teacher** has submitted a request for lane advancement from MA+15 to MA+30. Mrs. Stone has completed all necessary requirements to qualify for this lane advancement. Her 2017-2018 salary will be based on MA+30, Step 11.

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**4. Acknowledgement of Donations or Contributions**

Minnesota Statute 123B.02 permits school boards to "...receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, and for the benefit of pupils thereof."

Therefore, the Superintendent recommends the following resolution:

"BE IT RESOLVED by the School Board of Independent School District No.314 that the School Board accepts with appreciation the following contributions and permits their use as designated by the donors."

<b>Donor</b>	<b>Item and/or Amount</b>	<b>Purpose</b>
Sandy White	\$120.00 value	New backpacks & lunchboxes for BAES
Anonymous	\$500.00	Dallas Brass Concert
Braham Moose Lodge #1544	\$500.00	Dallas Brass Concert
Craig Hammond	\$400.00 value	Parabody Home gym for athletics and PE
Grandy Lions	\$250.00	German Club trip
Samantha Dahlman	\$80.00 Value	shot put, disc & bag Track & Field
Piano Movers Extraordinaire	\$1,000 value	2 pianos - BAHS music dept
Brad Flaherty	\$10,000 value	4' x 8' CNC Router
Cory Perrett	\$800 value	2 windows laptop computers

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**5. Open Forum.**

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**6. Presentation by PLC Leadership Team. -**

JeanAnn Mattson will present on behalf of the first grade PLC Team.

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**7. Review Elementary Principal's report.**

**Braham Area Elementary  
October 2017 Board Report**

**1. Thank you to the Braham Fire Dept.**

- Firefighters talked to students about fire prevention and what to do if a fire occurs.
- Thanks to them for making this a priority every year.

**2. Bomber PRIDE**

- Assembly dates are:
  - 9/15
  - 10/23
  - 12/22
  - 2/12
  - 4/6
  - 5/30

**3. Title I**

- Attended the fall MAASFEP conference
- ESSA
- MDE Reports and reporting
- Thoughts on funding in the future. Plan on less funding going forward.

**4. Congratulations to Jan Strohkirsch! She is our Elementary T.E.A.M. (Together Everyone Achieves More) Award winner**

- Jan has been the building secretary at the elementary school for a number of years. She is the first point of contact for all of our families as they enter the building. Many times she is also the first person new families see as they transfer or register in Braham. She is the "go-to" person in the k-4 building for all staff, and principals! Thanks for all you do Jan!

**6. School of Excellence**

- We are planning a small November celebration and a BIG spring celebration.

**7. Observations/Walkthroughs**

- Observations and walkthroughs have started.
- Lots of engaged students.
- Teachers are putting a lot of time into planning.
- Fun to see how some activities change from year to year.

**8. RtI**

- Students are being referred to our RtI team
  - Thanks to Roxanne Kirby and Kim Beidleman
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**8. Review High School Principal - Activities Director report.**

**HS Principal / Activities Director  
School Board Report  
October 16, 2017**

1. Congratulations to our teacher nominated September students of the month: Grade 7: Mackenzie Arnoldi, Angel Berneking, Allyson Floding, Grade 8: Sophia Anderson, Easton Sexton, Austin Sterling, Kyle Warzecha, Grade 11: Grace Butenhoff, Emma Downing and Grade 12: Amelia Fiedler.
2. Homecoming week ran during the week of October 8-13. A lot of excitement and a lot of Bomber spirit throughout the entire week. Congratulations to our Homecoming Candidates Taylor Boeck, Amelia Fiedler, Grace Fisher, Emily Lindquist, Paige Pass, Mackenzie Warner, Joe Beaulieu, Hunter Giffrow, Taite Shores, Grant Wilsey, Zach Zierden and Josh Zimpel. An extra congratulations to our 2017 Homecoming King and Queen Joe Beaulieu and Mackenzie Warner. Thank you to Tammi Johnson and the student council for all of the work in lining up the homecoming activities!
3. "Shrek the Musical" dates and times are just around the corner;
  - a. November 11, 17 and 18 at 7:00 p.m.
  - b. November 12 and 19 at 2:00 p.m.
4. Please be aware of the following dates for upcoming playoffs
  - a. Cross Country Sections: at Mora on October 26
  - b. Volleyball Subsections: (at higher seed) October 26 / 27
  - c. Football Sections: (at higher seed) October 24 / 28.
5. Winter Sports will kick off on the following dates:
  - a. JH Boys Basketball on Monday, November 6, 2017.
  - b. C/JV/V Girls Basketball on Monday, November 13, 2017.
  - c. C/JV/V Boys Basketball on Monday, November 20, 2017.
  - d. Grades 7-12 Wrestling on Monday, November 20, 2017.
  - e. JH Girls Basketball on Thursday, January 4, 2018.

6. Participation numbers:

Number of participants in 2016	Number of participants in 2017
Fall Musical - 48 students	Fall Musical - 58
Jazz Band - 15 students	Jazz Band - 19
FFA Chapter - 9	FFA Chapter - 25

7. We are currently accepting applications for the ExCEL awards. The application process closes on October 11.

Respectfully Submitted,  
Shawn Kuhnke

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## 9. Review Community Ed report.

Community Ed classes have gotten off to a great start for Fall 2017. We are very excited about our wide range of classes available for every age from young to old. Zumba has been a big hit with our younger kids. Driver's training is keeping our youth busy. While the adults are enjoying an intense photography class.

Early Childhood Screening took place on Oct. 5th. We screened an all time high of 40 students. Lindsay Rasmussen and her crew were very organized and the whole process went very smoothly. Next screening will be Feb. 15th. Story Time and Open Play have also started for our ECFE students and has been a widely attended. Pumpkin Carving is coming up at the end of the month and will be a great class for the little ones and their families.

Community Ed Advisory committee has joined the BEPO meetings in hopes of keeping involved with the needs of our Elementary students. Nickie Nelson has also joined a committee with other Community Education Programs in the area to stay updated for adult offerings on classes or even joining up to offer classes together.

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## 10. Superintendent's report.

1. Thirty-two students at Braham earned a total of 304 college credits from the University of Minnesota during the 2016-2017 school year. The total value, if the students paid regular tuition, was \$146,692. The actual cost to the district was \$12,235.

<u>'14-'15:</u>	<u>'15-'16:</u>
○ 35 students	45 students
○ 230 credits	158 credits
○ \$106,683 tuition value	\$74,382 tuition value
○ \$10,150 actual cost to district	\$6,525 actual cost to district

### 2. Cambridge Medical Center Community Engagement Council - Sept. 12:

- Progress continues on developing anti-smoking interventions. Action plan created which focuses on prevention, intervention, and policy. Nicki Klanderud (Allina Health) is the coordinator.

### 3. ECMECC Board of Directors - Sept. 13:

- Election of officers was held:
  - Chair Steve Eklund / Braham
  - Vice Chair Aimee Struffert / Milaca
  - Secretary/Treasurer Jeannette Kester / East Central
- Routine business including minutes, budget, directors report, etc.
  - 620 students enrolled in distance learning / 31 courses
  - Nicole Pruden is the new network/security administrator - office in HS Media Center

4. The district received word from Community Partnership, based in North Branch, that they will no longer offer the Youth First Club to Braham Area students. The decision was made due to a reduction in federal funding. Youth First - an academic after school enrichment program - started in Braham in 2007.

### 5. ECMECC Operating Committee - Sept. 15:

- E-rate funding for 2017-2018 was awarded. ECMECC received \$250,848 - about as expected.

- Discussion was held on the potential need to upgrade security (new firewall). The plan was to do this next year but it may need to be done sooner which would cause a budget adjustment.
- Strategic initiatives for this year include:
  - Professional dev., Cyber security, Tech integration, Digital curriculum, Emerging tech.
- Negotiations with ECMECC staff are progressing. Expect an agreement in the next 60 days.

6. SEE General Membership meeting - Sept. 22:

- Michael Diedrich (MDE) updated members on the new ESSA plan:
  - Plan submitted to federal government - has 120 days to respond
  - Measurement starts 2018-2019 school year - data from this year DOES count
  - Math, reading, and science still will be tested
  - Accountability indicators:
    - Academic proficiency - math and reading
      - Student groups counted in Braham (all, F/R, Sp. Ed.)
    - Progress toward English Language Proficiency (ACCESS scores)
    - Growth scores - math and reading
    - Graduation rates
    - Attendance (students must be at 90% or higher)
  - Title 1 funds will be decreasing in MN
- Presentation by Morris Leatherman Company on current trends (2016 vs. 2017)
  - Professional study - well done - easy to read. A few highlights:
    - People feel better about their personal finances
    - Education moved to #1 when asked what the most important issue is in MN
    - Respondents favor school start after labor day, HS graduation test, a 10% deviation from mandatory use of LIFO, and a 1% sales tax for education.
    - Respondents believe firing ineffective teachers is too difficult

7. RRSEC Executive Council meeting highlights - Sept. 27:

- Currently one Braham student is being served at level 4 (Rum River South)
- RRSEC is currently engaged in a fiscal audit (MDE) which involves all districts.
- A vote was taken to approve a new lease for the level 4 building in Milaca which will double the amount of space available (adding 4,906 square feet) and is needed to handle the ever increasing needs of the cooperative. This will result in additional cost but compared to the two buildings in Cambridge the cost per square foot is about half.
- A 75 day (as needed) contract was signed with the former director (Bangma) to offer support in four areas; explore fiscal management options, strategic planning, fiscal audit, and miscellaneous.
- A vote was taken to approve a new 25 year lease for the Rum River South building. The monthly rate will increase \$2,500 and the fee is guaranteed for 20 years. The new lease includes improvements of \$250,000 to the building which will be primarily spent on safety issues.

8. Representatives from Honeywell visited regarding potential opportunities for future savings. Honeywell (at no cost to the district) will:

- Analyze our utility costs for the last two years
- Examine the original engineering plan from the 2009-2011 HVAC project and determine if there are further opportunities for savings
- Have an engineer walk through the building to examine existing systems and prepare a report

9. Verizon has been in contact with the district about the potential to rent one of our light poles at the north end of the HS parking lot for a small cell installation (the device adds about 36 inches to the top of the pole). This is in the preliminary stages but would involve rental payments to the district, a signed lease, and a monthly electrical usage reimbursement. The prospect is under further investigation.

10. Braham Chamber meeting highlights - Oct. 10:

- Co-sponsoring school board candidate forum Oct. 30
- ‘Holiday Lights for Braham Nights’ Christmas promotion 11/24-12/31
- Donated \$50.00 to Braham Community Education for Halloween Party

11. Isanti County Corrections Advisory Board meeting highlights - Oct. 11:

- Christian Anderson provided an update on the Isanti County Probation Truancy Program. One Brahm student is currently being served. Seven were served last year, four in ‘15-’16, and three in ‘14-’15.
- Updates on CARS, family home visiting, and substance abuse programming
- 29,000 riders since ‘Safe Cab’ started in 2005. 74% reduction in DWI’s in Isanti County.

12. The auditing firm of Burkhardt, Burkhardt, Ltd. will share preliminary results later this month with a final report and presentation in November.

13. A committee of 19 (composed of staff, students, and community members) met on Oct. 11 to engage in strategic planning around the World’s Best Workforce Plan. Staff meetings will be offered on November 6, and the plan will be presented to the full board in November.

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**11. Acknowledge Braham “HONORS” Recipients.**

Dana Hendren, Nickie Nelson	Braham Area School District #314 would like to congratulate you for being selected as 2017-2018 Outstanding Educational Support Staff Members of the Year. You were recognized at the Educational Support Staff Recognition Event on Wednesday, September 27th. Congratulations!
Tammi Johnson, Tracy Fix	Braham Area School District #314 would like to congratulate you for being selected as the 2017-2018 Leadership in Educational Excellence Award winner. Great Staff = Great School!
Tracy Fix	Braham Area School District #314 would like to congratulate you for being selected as the 2017-2018 Teacher of the Year. Great Staff = Great School!
Darwin & Marlene Nelson	Braham Area School District #314 would like to recognize you for your generous support in producing, providing, and installing the large size activity pictures in our main hallway. Your help allows us to showcase students/staff and builds a sense of community. You are appreciated!
Amie Shockman	Braham Area School District #314 would like to recognize your initiative in organizing Key Largo team training with staff. This is a great example of commitment to service and excellence. You are appreciated!

Megan Allerton, Emily Anderson, Melissa Farrand, Jessica Lindgren, Maria Marline, Candice Martin, Rick Peterson, Angela Pohl, Kaitlynn VanGuilder, Comfort Ahavit, Paige Cleasby, Bryana Damjanovich, Paula McKellar, Lillian Nsubuga, Kelli Pearson, Jordanna Yotter, Frank Zallar, Mariah Phillips, Megan Tanner and Elayne Beehler	Braham Area School District #314 would like to recognize you for your assistance with the vision and hearing screening for students in grades 1,3,5,7, and 10. Your help made it a quick job! We appreciate all you did to assist our nursing staff with this annual project. Thank you!
Braham Fire Department	Braham Area School District #314 would like to recognize the Braham Fire Department for spending a day with our elementary students and teaching them about fire prevention. Thank you!

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**12. Review Student Council Representative’s report. -**

**BAHS Student Council  
School Board Report  
October 2017**

Our first month back has been full of planning to kick off the school year right!

**Clothing Website:** We are currently working with Watson’s in Cambridge to offer Braham apparel and accessories via an online store.

**Homecoming 2017:** We are busy planning activities for Homecoming 2017. Homecoming will take place the week of October 8-13, 2017. Coronation will begin the week on Sunday, October 8 at 2:00 p.m. in C100 and we will wrap up the week with a dance from 9-Midnight on Friday, October 13th. The court has been announced, and MC’s and fairies have been decided and are working on their parts for coronation. Festivities for the 13th are in the process of being planned, including Ironman Volleyball and Powderpuff Football as usual.

**Blood Drive:** We will be hosting a blood drive through the American Red Cross on Tuesday, November 28th from Noon-6:00 p.m. in C100. We are working to get the event organized and are hoping to be able to serve a dinner after the blood drive is done for Red Cross workers.

**Mentor Program:** Our first day of the mentor program was held on Wednesday, September 27, and we have enough mentors ranging from sophomores to seniors to be able to have many groups of two students, and even some with one student for a mentor.

**World’s Best WorkForce:** On Wednesday October 11, Amelia Fiedler and Alex Kurvers will be attending a meeting of the World’s Best WorkForce as student representatives.

**Student Leadership Workshop:** On Monday October 9, four students, along with Mrs. Johnson, will be attending a student leadership workshop in St. Cloud, with the hopes of bringing new leadership skills to our group.

**WE Day:** On Wednesday November 8, a number of our group will once again be attending WE Day at the Xcel Energy Center.

**Recycling and Announcements:**

We will continue to do recycling and read announcements on Fridays.

We look forward to serving our school and community. Thank you for your support!

Respectfully submitted by,  
Emma Downing, Co-Secretary

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\_\_\_\_\_

**13. School Board members' reports/updates.**

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

**14. Consider Resolution of School Board Supporting Application to MSHSL Foundation**

**FORM A**

**RESOLUTION OF SCHOOL BOARD SUPPORTING  
FORM A APPLICATION TO MINNESOTA  
STATE HIGH SCHOOL LEAGUE FOUNDATION**

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the District #314 School Board recognizes the value of students participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist school district in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Braham School Board supports the District's application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Clerk - Treasurer

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

**15. Consider Bids received for lease agreement of school owned property (farm land) for 2018 growing season.**

Bids were due by TUESDAY, October 10, 2017, 10:00 a.m. and were opened the same day. The land lease is for the 4.3 acres, located west of the Elementary School.

Name	Bid Amount	Bid Amount/acre
Richard Person	\$258.00	\$60.00
Michael C. Dennis, Jr	\$322.50	\$75.00
These were the only two bids received.		

**16. Consider 2017-2018 Seniority List for Instructional and Support Staff Personnel**

The seniority lists for Braham Schools' instructional and support personnel for the 2017-2018 school year are included. These lists have been routed for all school district personnel to review and respond. The school board acts to adopt the seniority lists each October.

Braham Area Public Schools --- Instructional Staff - Detailed Seniority List 16-17						
No.	NAME	START DATE	Ten-ured	CURRENT VALID LICENSURE	EXPIRATION	CURRENT GENERAL ASSIGNMENT
1	Kirby, Roxanne	9/4/1987	T	Elem. Educ. (K-6)	2019	Kindergarten
2	McDonald, Dayla	9/2/1988	T	Elem. Educ. (K-6); Pre-K	2019	6th Grade
3	Pearson, Susan	8/31/1993	T	Phy Ed. (K-12), Coach (7-12) Develop/Adapt PhyEd(PreK-12)	2020	Elem. Phy Ed/DAPE
4	Auers, Lori	1/1/1997	T	Elem. Educ. (K-6)	2018	Kindergarten
5	Gimpl (Johnson) Carmen	1/24/2000	T	English/Language Arts (7-12) Principal K-12/Dist. Sup't.	2022 2019	English
6	Kuhnke, Shawn	8/29/2000	T	Elem. Educ. (1-6) K-12 Principal; Comm Ed Dir	2021 2021	Principal/ AD /Comm Ed Dir
6	Leniz, Aitor	8/29/2000	T	Elem. Educ. (K-6) Principal K-12	2021 2018	5th Grade
6	Leniz, Karen	8/29/2000	T	Elem. Educ. (1-6)	2022	3rd Grade

7	Fox, Shannon	8/28/2001	T	English & Language Arts/ (7-12); Coaching	2019	English
7	Halvorson, Kimberly	8/28/2001	T	Elem. Educ. (1-6)	2019	2nd Grade
7	Johnson, Tammi	8/28/2001	T	All Soc. Studies (7-12), Media Special (K-12)	2020	Dean of Students /Soc St
				Principal (K-12)	2018	
7	Olson, Dawn	8/28/2001	T	Elem. Educ. (K-6)	2018	Kindergarten
7	Sparling, Jay	8/28/2001	T	All Social Studies-All (7-12)	2021	7-8 Social Studies
7	Weisz, Paulette	8/28/2001	T	Speech/Lang Path. (PreK-12)	2022	Speech/Lang. Clinician
8	Lundin, Jennifer	1/21/2002	T	English / Lang Arts(7-12) Reading(K-12)	2018	HS English / 6th Gr LA
9	Johnson, Bryan	8/25/2003	T	Instr Band/Orch & Classroom Music (K-12)	2021	Music
9	Swanson, Becky	8/26/2003	T	All Social Studies -7-12)	2020	9 - 12 Soc Studies - .5 FTE
10	Hohn, Nicholas	8/28/2003	T	Elem. Educ. (K-6), Social Studies (5-8)	2022	4th Grade
11	Ludwig, Emily	8/30/2005	T	Mathematics (5-12)	2020	7 & 8 Math
12	Blomdahl, David	8/30/2006	T	Life Science (9-12), Science (5-8)	2021	7 & 8 Sci / Hum Anat / Wldlf Bio
13	Blomdahl, Katie	8/29/2007	T	Elem. Educ.(K-6), Math (5-8)	2021	1st Grade
14	Fix, Tracy	8/29/2007	T	Elem. Educ.(K-6), 5-8 Math	2018	6th Grade
14	Hohn, Brooke	8/29/2007	T	Elem. Educ.(K-6), 5-8 Math	2022	1st Grade
14	Lee, Kristi	8/29/2007	T	Speech/Lang.Pathologist (PreK-12)	2020	Spch/Lang. Path .8 FTE
15	Engelking, Britne	11/12/2007	T	Phy. Ed. (K-12), Health (5-12) DAPE (PreK-12)	2020	Phys Educ/Health/DAPE
16	Stone, Beth	1/22/2008	T	Mathematics (5-12)	2018	9 - 12 Math
17	DeRushia, Andrea	8/27/2008	T	Elem.Educ.(K-6), Math (5-8)	2021	2nd Grade
18	Beidleman, Kimberly	9/2/2009	T	Early Childhood Educ(Birth-Gr.3) Elem. Educ. (K-6) / K - 12 Reading	2019 2019	Title 1 Reading/ELL
19	Tomczak, Cassandra	1/25/2010	T	Phy. Ed. & Health Educ. (K-12)	2021	3-6 Gr Phy. Ed

20	Maher, Kearina	8/31/2010	T	Mathematics (5-12)	2020	9 - 12 Math
21	Harvey, Shandell	8/30/2011	T	Elem. Educ. (K-6); Comm.Arts & Lit (5-8)	2018	5th Grade
21	Klemz, Jonelle	8/30/2011	T	School Social Worker (PreK-12); Licensed Independent Clinical SW	2019	Social Worker
22	Eklund, Jeffrey	7/30/2012	T	Principal K-12 / Phy Ed (K-12)	2022	Elementary Principal
23	Olson, Mariah	8/28/2012	T	ECSE (B - Age 6)	2022	ECSE - .6 FTE
24	Mattson, JeanAnn	9/24/2012	T	Elem. Educ. (K-6)	2022	1st Grade
25	Becker, Luke	8/26/2013	T	Ind Tech (5-12); Vo Ag (5-12) Wrk Based Lrng (5-12)	2019	Ind Tech & Voc Ag
26	Hoffman, Amber	8/26/2014	T	Science (5-8); Life Science (9-12)	2019	Sci 7-12 & Biology - .5 FTE
26	Schminski, Brea	8/26/2014	T	Elementary Education (K-6)	2019	3rd Grade
26	Thies, Katie	8/26/2014	T	Vocal & Class music (K-12)	2022	K-12 Vocal Music
26	Rud, Kelly	8/26/2014	T	Spec Ed LD/EBD (K-12), PE (K-12), Coach (K-12)	2019	Elem Special Education
27	Hanson, Catie	9/1/2015	P-3	Spec Ed EBD & LD (K-12)	2020	Elem Special Education
27	Sybrant, Korey	9/1/2015	P-3	Elem Education (K-6)	2018	4th Gr
28	Rutten, Mikailya	8/29/2016	P-2	5-8 Science; 9-12 Chemistry	2022	Science 8; Chemistry
28	Pierce, William	8/29/2016	T	Spec Ed LD (K-12)	2018	Special Ed
28	Sundly, Alex	8/29/2016	P-2	All Social Studies (5-12)	2021	5-6 Special Ed (ASD & LD)
28	Kedrowski, Ryan	8/29/2016	P-2	Visual Arts (K-12)	2021	7-12 Art
28	Grote, Chris	8/29/2016	P-3	Elem Ed (1-6); Coaching (7-12) Principal (K-12)	2018	4th Gr
29	West, Leah	1/26/2017	P-2	K-6 Elementary Ed/ K-12 Spec Ed ABS	2021	Work-based Lrng Teacher
30	Salus, Meredith	8/28/2017	P-1	Early Childhood Ed (B-Gr 3)	2020	Early Childhood Special Ed
30	Tessmer, Amanda	8/28/2017	P-1	School Counselor		School Counselor - .5 FTE
30	Heitkamp, Kalyn	8/28/2017	P-3	K-6 Elementary Education	2018	2nd Gr



30	Ferrin, Ryan	8/28/2017	P-1	5-12 Social Studies	2020	HS Business Teacher
	Community Educ.					
27	Rasmussen, Lindsay	9/1/2015	P-3	Elem Ed (K-6); Early Ed (B-Gr 3)	2021	EC Teacher/Coordinator
27	Carter, Audra	9/1/2015	P-3	Pre-K (B - Gr 3); Elem Ed (K-6)	2021	Pre-K; EC Family Facilitator
Legend: T = Tenured P-1 = Probationary 1st yr Braham, P-2 - 2nd yr Braham, P-3 - 3rd yr Braham						
School Board Approved: _____ Date: _____						

## SENIORITY LIST - SUPPORT PERSONNEL

Fall 2017

CLERICAL STAFF	Janet Strohkirch	1983 (Aug)
	Teresa Person	1992 (Oct)
	Julie Johnson	1998 (Oct)
	Dana Hendren	2006 (Jan)
	Michelle Becker	2006 (Oct)
	Nichole Nelson	2014 (Aug)
PARA STAFF	Barb Johnson	1998 (Jan)
	Kristine Stull	2005 (Sept)
	Averyl Rude	2005 (Oct)
	Carla Maslow	2007 (Sept)
	Amie Shockman	2012 (Sept)
	Ellen McKinney	2012 (Oct)
	Kelly Monson	2014 (Mar)
	Lori Williams	2014 (Aug)
	Chris Thielen	2014 (Oct)
	Holly Olson	2014 (Dec)
	Katie Becker	2015 (Jan)
	Julie Grell	2015 (Mar)
	Eric Jones	2015 (Apr)
	April White	2015 (Sep)
	Sheila Seibert	2015 (Sep)
	Shawna Surdey	2015 (Nov)
	Michelle Oquist	2015 (Nov)
	Allyssa Mattson	2016 (Sep)
	Peter Duvernay	2016 (Sep)
	Micah Malamisuro	2016 (Nov)
	Lindsey Atchison	2017 (Aug)
Stephanie Thomas	2017 (Aug)	
Courtney Robinson	2017 (Aug)	
Jeanette Lener	2017 (Sep)	
CUSTODIAL	Bonnie Swanson	2003 (Dec)

STAFF	Marlys Carlson	2010 (Nov)
	Tim Burton	2014 (Jan)
	Andrew Olson	2014 (Sept)
	Ashley McMurray	2015 (May)
	Jodi Splittstoser	2017 (Mar)
<hr/>		
FOOD	Melinda Husnick	2003 (Nov)
SERVICE	Tammy Johnson	2004 (Oct)
STAFF	Cindy Ledford	2006 (Dec)
	Terri Stone	2012 (Dec)
	Hydie Hecht	2014 (Apr)
	Sarah Tilkens-Rogstad	2014 (Aug)
	Nicole Zimpel	2017 (Aug)

School Board Approved: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_,

**17. Consider ratification of BEA (Braham Education Association) Union contract for 2017-2019.**

Consider ratification of BEA contract for 2017-2019 contingent upon BEA union members ratification which will take place on Friday, October 13th. A copy of proposed contract will be in the signature file for board review.

\_\_\_\_\_  
 \_\_\_\_\_,

**18. Consider ratification of 2017-2019 work agreements with eight at will employees.**

Consider ratification of 2017-2019 work agreements with the eight following individuals: Judy Patzoldt, Business Mngr; Marie Sward, Payroll & MARSS Clerk; Connie Gelle, Supt. Secretary; Jeff Campbell, District Head Custodian; Donna Bryant, Food Service Director; Judy Bendickson, Part Time School Nurse; Becky Hesselroth, Part Time School Nurse and, Sue Stigen, Special Ed Van Driver. A copy of each of the agreements is in the signature file for board review, if desired.

\_\_\_\_\_  
 \_\_\_\_\_,

**19. Approve three trips as requested by the VoAg Department.**

Vocational Instructor Luke Becker has submitted trip requests for: 1) FFA to the FFA State Convention for ten students to compete in FFA State Competition from April 22 to April 24th; 2) for the SuperMileage Team to compete at the Shell Eco-Marathon in California for ten students from April 17th through April 22nd, and 3) SuperMileage Team for 22 students to compete at the Brainerd International Speedway in May 2018 (exact date TBD). Board approval is requested for all three trips.

\_\_\_\_\_  
 \_\_\_\_\_,

**20. Consider approval of annual MDE Assurance of Compliance report.**

The Assurance of Compliance report identifies the Human Rights Coordinator, Title IX Coordinator and 504 Coordinator and indicates that the district has complied with the state and federal requirements prohibiting discrimination. These documents are on file in the district office. The Assurance of Compliance report has been sent to the board with the agenda support documents. The board is asked to make a motion approving the annual report.

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**21. Consider Resolution Establishing Combined Polling Places for Multiple Precincts and Designating Hours during which the Polling Places will Remain Open for Voting for School District Elections not held on the Day of a Statewide Election.**

A new law MN Statute 205A.11, sub.2b, requires districts to pass a resolution every year to combine polling places for all special elections not held on statewide election day. Furthermore, the polling place is now required to be at a location designated for use as a polling place by the county or municipality. The location for Braham Schools would be Braham City Hall. This was discussed with City Administrator Sally Hoy. This is an annually required resolution that must be approved by December 31<sup>st</sup> of each year for elections not held on the statewide General Election date which includes Braham School Board elections held in the odd year. This resolution DOES NOT affect the election on November 7, 2017, but subsequent elections. A copy of this resolution in the signature file will become part of the official minutes.

Member \_\_\_\_\_ introduced the following Resolution and moved for its adoption:

**RESOLUTION ESTABLISHING COMBINED POLLING PLACES  
FOR MULTIPLE PRECINCTS AND  
DESIGNATING HOURS DURING WHICH THE POLLING  
PLACES WILL REMAIN OPEN FOR VOTING  
FOR SCHOOL DISTRICT ELECTIONS NOT HELD  
ON THE DAY OF A STATEWIDE ELECTION**

BE IT RESOLVED by the School Board of Independent School District No. 314, State of Minnesota, as follows:

1. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for school district elections are those precincts or parts of precincts located within the boundaries of the school district which have been established by the cities or towns located in whole or in part within the school district. The board hereby confirms those precincts and polling places so established by those municipalities.

2. Pursuant to Minnesota Statutes, Section 205A.11, the board may establish a combined polling place for several precincts for school district elections not held on the day of a statewide election. **Each combined polling place must be a polling place that has been designated by a county or municipality.** The following combined polling places are established to serve the precincts specified for all school district special and general elections not held on the same day as a statewide election:

(Set forth each combined polling place explaining which precincts are being served, such as:)

Combined Polling Place: Braham City Hall, 201 Broadway Ave S, Braham, MN 55006  
Name and address of combined polling place

"This combined polling place serves all territory in Independent School District No. 314 located in the City of Braham, Cambridge Township, Stanchfield Township, Maple Ridge Township in Isanti County; City of Braham, City of Grasston, Grass Lake Township, Comfort Township in Kanabec County, and Royalton Township and Pokegama Township in Pine County; and Nessel Township in Chisago County, Minnesota."

**Note: See Section 2.3.2 of the Election Manual regarding changing polling places in the case of an emergency or if the polling place is no longer available.**

\*3. Pursuant to Minnesota Statutes, Section 205A.09, the polling places will remain open for voting for school district elections not held on the same day as a statewide election between the hours of 8 o'clock a.m. and 8:00 o'clock p.m.

Note: See Section 3.6 of the Election Manual regarding certain restrictions on voting hours.

4. The clerk is directed to file a certified copy of this resolution with the county auditors of each of the counties in which the school district is located, in whole or in part, within thirty (30) days after its adoption.

5. As required by Minnesota Statutes, Section 204B.16, Subdivision 1a, the clerk is hereby authorized and directed to give written notice of new polling place locations to each affected household with at least one registered voter in the school district whose school district polling place location has been changed. The notice must be a nonforwardable notice mailed at least twenty-five (25) days before the date of the first election to which it will apply. A notice that is returned as undeliverable must be forwarded immediately to the appropriate county auditor, who shall change the registrant's status to "challenged" in the statewide registration system.

(If a combined polling place is changed, the change must be adopted at least ninety (90) days prior to the first election where it will be used unless that polling place has become unavailable for use.) This date is November 15, 2017, for an election on February 13, 2018.

The motion for the adoption of the foregoing Resolution was duly seconded by \_\_\_\_\_ and upon vote being taken thereon the following voted in

favor thereof:

and the following voted against the same:

whereupon said Resolution was declared duly passed and adopted.

Dated: October 16, 2017

BY ORDER OF THE SCHOOL BOARD

/s/ \_\_\_\_\_  
Allison Londgren  
School District Clerk  
Independent School District No. 314, Braham  
State of Minnesota

## **22. Consider THIRD reading of updated #506 - Student Discipline Policy.**

**Braham Area Public Schools**

**Ind. School Dist. #314**

**Braham, MN 55006**

Adopted: April 16, 2007

Revised: November 17, 2014; August 22, 2016; **October 16, 2017**

### **#506 STUDENT DISCIPLINE**

#### **I. PURPOSE**

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

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

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

#### **III. AREAS OF RESPONSIBILITY**

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

#### **IV. STUDENT RIGHTS**

All students have the right to an education and the right to learn.

#### **V. STUDENT RESPONSIBILITIES**

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

#### **VI. CODE OF STUDENT CONDUCT**

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
  2. The use of profanity or obscene language, or the possession of obscene materials;
  3. Gambling, including, but not limited to, playing a game of chance for stakes;
  4. Violation of the school district's Hazing Prohibition Policy;
  5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
  6. Violation of the school district's Student Attendance Policy;
  7. Opposition to authority using physical force or violence;
  8. Using, possessing, or distributing tobacco or tobacco paraphernalia;
  9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
  10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student;
  11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
  12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
  13. Violation of the school district's Weapons Policy;



14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy; violation of School District and building policy in regard to use of any tablet type device supplied by the district. Also, any device brought into the district through the building's "Bring Your Own Device (BYOD) policy.
22. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;

28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district' Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful language toward teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed,

religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;

43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
45. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

## **VII. DISCIPLINARY ACTION OPTIONS**

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;

- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

### VIII. REMOVAL OF STUDENTS FROM CLASS

- A. **The teacher of record shall have the general control and government of the classroom.**  
 Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student’s parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student’s conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. “Removal from class” and “removal” mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

**Grounds for removal from class shall include any of the following:**

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher’s ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

**A student must be removed from class immediately if the student engages in assault or violent behavior. “Assault” is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.**

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student’s tenth removal from class and make reasonable attempts to convene a meeting with the student’s parent or guardian to discuss the problem that is causing the student to be removed from class.

**~~C. Procedures for Removal of a Student From a Class.~~**

- ~~1. Specify procedures to be followed by a teacher, administrator or other school district employee to remove a student from a class;~~
- ~~2. Specify required approvals necessary;~~
- ~~3. Specify paperwork and reporting procedures.~~

**~~D. Responsibility for and Custody of a Student Removed From Class.~~**

- ~~1. Designation of where student is to go when removed;~~
- ~~2. Designation of how student is to get to designated destination;~~
- ~~3. Whether student must be accompanied;~~
- ~~4. Statement of what student is to do when and while removed;~~
- ~~5. Designation of who has control over and responsibility for student after removal from class.~~

**~~E. Procedures for Return of a Student to a Class From Which the Student Was Removed.~~**

- ~~1. Specification of procedures;~~
- ~~2. Actions or approvals required such as notes, conferences, readmission plans.~~

**~~F. Procedures for Notification.~~**

- ~~1. Specify procedures for notifying students and parents/guardians of violations of the rules of conduct and resulting disciplinary action;~~
- ~~2. Actions or approvals required, such as notes, conferences, readmission plans.~~

**~~G. Disabled Students; Special Provisions.~~**

- ~~1. Procedures for consideration of whether there is a need for further assessment;~~
- ~~2. Procedures for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a disabled student who is removed from class or disciplined; and~~
- ~~3. Any procedures determined appropriate for referring students in need of special education services to those services.~~

**~~H. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.~~**

- ~~1. Establishment of a chemical abuse pre-assessment team pursuant to Minn. Stat. § 121A.26;~~
- ~~2. Establishment of a school and community advisory team to address chemical abuse problems in the district pursuant to Minn. Stat. § 121A.27; and~~
- ~~3. Establishment of teacher reporting procedures to the chemical abuse pre-assessment team pursuant to Minn. Stat. § 121A.29.~~

- I. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.*
- J. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.*
- K. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.*

## **IX. DISMISSAL**

A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from

school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.
5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the

informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

7. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
8. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
9. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
10. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act,



Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

## **X. ADMISSION OR READMISSION PLAN**

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

## **XI. NOTIFICATION OF POLICY VIOLATIONS**

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

## **XII. STUDENT DISCIPLINE RECORDS**

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

## **XIII. DISABLED STUDENTS**

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

## **XIV. OPEN ENROLLED STUDENTS**

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 124D.08) at the end of a

school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

## **XV. DISTRIBUTION OF POLICY**

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

## **XVI. REVIEW OF POLICY**

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

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

Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)

Minn. Stat. § 120B.232 (Character Development Education)

Minn. Stat. § 121A.26 (School Preassessment Teams)

Minn. Stat. § 121A.27 (School and Community Advisory Team)

Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)

Minn. Stat. § 121A.582 (Reasonable Force)

Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)

**Minn. Stat. § 122A.42 (General Control of Schools)**

Minn. Stat. § 123A.05 (Area Learning Center Organization)

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

Minn. Stat. § 124D.08 (Enrollment in Nonresident District)

Minn. Stat. Ch.125A (Students With Disabilities)

Minn. Stat. Ch. 260A (Truancy)

Minn. Stat. Ch. 260C (Juvenile Court Act)

20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)

29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

### ***Cross References:*** MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 501 (School Weapons)

MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)

MSBA/MASA Model Policy 503 (Student Attendance)

MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored

Materials on School Premises by Students and Employees)

MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)

MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)

MSBA/MASA Model Policy 525 (Violence Prevention)

MSBA/MASA Model Policy 526 (Hazing Prohibition)

MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)  
MSBA/MASA Model Policy 610 (Field Trips)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

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**23. Consider SECOND reading and discussion of three MSBA policies.**

Consider second reading and discussion of updated MSBA policies do to legislative requirements: #614 - Testing Plan and Procedures; #620 - Credit for Learning and #903 - Visitors to School District Buildings and Sites. No action required at this time.

**Braham Area Public Schools**

**Ind. School Dist. #314**

**Braham, MN 55006**

Adopted: **November 20, 2017**

**#614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE**

**I. PURPOSE**

The purpose of this policy is to set forth the school district's testing plan and procedure.

**II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

**III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION**

*[Note: This listing of school personnel may not be consistent with the personnel in the school district and, consequently, should be amended to reflect the personnel with responsibility for testing in the particular school district.]*

**A. Superintendent**

**1. Responsibilities before testing.**

- a. Designate a district assessment coordinator and district technology coordinator.
- b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
- c. Annually review and recertify staff who have access to MDE secure systems.

- d. Read and complete the *Assurance of Test Security and Non-Disclosure*.  
[Note: This form is included in the 614 Form file of the Policy Reference Manual.]
- e. Establish a culture of academic integrity.
- f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic skills (MTAS) audits during testing.
- g. Ensure student information is current and accurate.
- h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
- i. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
- j. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).

2. Responsibilities after testing.

- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
- b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
- c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
- d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
- e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
- f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.

- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
- b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
  - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
- d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
- e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
- g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for

inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.

- h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
  - (1) Provide training on proper test administration and test security.
  - (2) Verify staff complete any and all test-specific training.
- i. Maintain security of test content, test materials, and record of all staff involved.
  - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
  - (2) Organize secure test materials for online administrations and keep them secure.
  - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
- j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
- b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.
- d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

- a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- c. Return secure test materials as outlined in applicable manuals and resources.
- d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
- e. Review student assessment data and resolve any issues.
- f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
- g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.

- a. Designate a school assessment coordinator and technology coordinator for the building.
- b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
- c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
- e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
- f. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.
- g. Verify that all test monitors and test administrators receive proper training for test administration.
- h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.

2. Responsibilities on testing day(s).

- a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
- b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

3. Responsibilities after testing.

- a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
- b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.

- a. Implement test administration and test security policies and procedures.
- b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
- d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.



- f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
- g. Maintain security of test content and test materials.
  - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
  - (2) Organize secure test materials for online administrations and keep them secure.
  - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
  - (4) Identify need for additional test materials to district assessment coordinator.
  - (5) Provide MTAS student data collection forms if necessary.
  - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.
  - (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and pre-printed student information on the label is accurate.

2. Responsibilities on testing day(s).

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
- b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
- e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*. ***[Note: This form is included in the 614 Form file of the Policy Reference Manual.]***
- f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
- b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- d. Return secure test materials as outlined in applicable manuals and resources.
- e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
- f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that district is prepared for online test administration and provide technical support to district staff.
2. Acquire all necessary user identifications and passwords.
3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
  - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - b. Attend trainings related to test administration and security.
  - c. Complete required training course(s) for tests administering.
  - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
  - e. Be knowledgeable regarding student accommodations.
  - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
  - a. Before test.
    - (1) Receive and maintain security of test materials.
    - (2) Verify that all test materials are received.
    - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
    - (4) Verify student testing tickets and appropriate allowable materials.
    - (5) Assign numbered test books to individual students.
    - (6) Complete information as directed.
    - (7) Record extra test materials.
  - b. During test.
    - (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
    - (2) Follow all directions and scripts exactly.
    - (3) Follow procedures for restricting student access to cell phones and other electronic devices.
    - (4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

- (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
- (6) Do not review, discuss, capture, email, post, or share test content in any format.
- (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
- (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (9) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
- (10) Report any possible security breaches as soon as possible.

c. After test.

- (1) Follow directions and scripts exactly.
- (2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
- (3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

- a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- b. Attend trainings related to test administration and security.
- c. Complete required training course(s) for tests administering.
- d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
- e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. Responsibility on testing day(s).

a. Before the test.

- (1) Maintain security of materials.
- (2) Confirm appropriate MTAS materials are available and prepared for student.

b. During the test.

- (1) Administer each task to each student and record the score.
- (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
- (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (4) Document and report and unusual circumstances to district or school assessment coordinator.

c. After the test.

- (1) Keep materials secure.

- (2) Return all materials.
- (3) Return objects and manipulatives to classroom.
- (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.

- a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
- b. Ensure English language and special education designations are current and correct for students testing based on those designations.
- c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.

2. Responsibilities after testing.

- a. Ensure accurate enrollment of students in schools during the accountability windows.
- b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
- c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

**IV. TEST SECURITY**

A. Test Security Procedures will be adopted by school district administration.

*[Note: A sample procedure that has been approved by MDE is included in the 614 Form file of the Policy Reference Manual.]*

B. Students will be informed of the following:

1. The importance of test security;
2. Expectation that students will keep test content secure;
3. Expectation that students will act with honesty and integrity during test administration;
4. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
2. Other contact information and options for reporting security concerns.

**V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT**

A. The school district shall maintain records necessary for program audits conducted by MDE. The records

must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.

***[Note: This form is included in the 614 Form file of the Policy Reference Manual.]***

5. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
6. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
7. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
9. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

**Legal References:** Minn. Stat. § 13.34 (Examination Data)

Minn. Stat. § 120B.11 (School District Process)

Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)

Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

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)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

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)

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Ind. School Dist. #314

Braham, MN 55006

Adopted: November 20, 2017

## #620 - CREDIT FOR LEARNING

*[Note: School districts statutorily are required to provide students with credit for approved post-secondary courses, as set forth in Section V.; online learning courses, as set forth in Section VI.; and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in Section IV., are not required by statute. Therefore, the language contained in Section IV. is suggested language, and a school district may or may not include this section or may modify this section at its discretion.]*

### I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, other learning environments, and online courses and programs.

### III. DEFINITIONS

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- C. “Commissioner” means the Commissioner of MDE.
- D. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.

E. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

F. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.

G. “Online learning” is a form of digital learning delivered by an approved online learning provider.

H. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.

I. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

#### **IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS**

##### **A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools**

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least *[insert number]* credits from the school district.

##### **B. Transfer of Academic Requirements from Other Schools**

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.

b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least **Five (5)** credits from the school district.

c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district’s high school graduation

requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.

a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.

b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.

e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

## **V. POST-SECONDARY ENROLLMENT CREDIT**

A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. § 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.



2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.

3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.

6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

## **VI. CREDIT FROM ONLINE LEARNING COURSES**

A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.

B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.

C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

## **VII. ADVANCED ACADEMIC CREDIT**

A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a non-profit public agency, other than the school district.

B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.

C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

### **VIII. WEIGHTED GRADES**

A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:

1. A grade awarded in a college level course will be advanced 1 letter grade. For example C (2.0) - B (3.0)

B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

### **~~IX~~ VIII. PROCESS FOR AWARDING CREDIT**

A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.

B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section **VIII. IX. D.** below.

D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining

alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.11 (School District Process)

Minn. Stat. § 120B.14 (Advanced Academic Credit)

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 123B.445 (Nonpublic Education Council)

Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)

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

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

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 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

**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 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)

MSBA/MASA Model Policy 624 (Online Learning Options)

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**Braham Area Public Schools**

**Ind. School District #314**

**Braham, MN 55006**

Adopted: May 17, 1999

Revised: August 22, 2016; **November 20, 2017**

**#903 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES**

**I. PURPOSE**

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property.

**II. GENERAL STATEMENT OF POLICY**

- A. The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.

- B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

### **III. POST-SECONDARY ENROLLMENT OPTIONS STUDENTS**

- A. A student enrolled in a post-secondary enrollment options course may remain at the school site during regular school hours in accordance with established procedures.
- B. A student enrolled in a post-secondary enrollment options course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a post-secondary enrollment course in accordance with established procedures.

### **IV. III. RESPONSIBILITY**

- A. The school district administration shall present recommended visitor and post-secondary enrollment options students procedures and requirements to the school board for review and approval. The procedures should reflect input from employees, students and advisory groups, and shall be communicated to the school community and the general public. Upon approval by the school board, such procedures and requirements shall be an addendum to this policy.
- B. ~~It shall be the responsibility of the~~ The superintendent shall be responsible for providing to provide coordination that may be needed throughout the process and providing provide for periodic school board review and approval of the procedures.

### **V. IV. VISITOR LIMITATIONS**

- A. An individual, post-secondary enrollment options student or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.
- B. Visitors, including post-secondary enrollment options students, are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements which are an addendum to this policy or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:
  - 1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
  - 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.
- C. An individual, post-secondary enrollment options student, or group who enters school property without

complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

**Legal References:** Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

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

Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)

Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

**Cross References:**

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## **24. Consider cycle review of district policies for adoption.**

The following policies are up for their ANNUAL review: #417 - Chemical Use and Abuse and #624 - Online Learning Options.

There are no substantive changes to these policies. The board may choose to adopt at this time.

### **Braham Area Public Schools**

#### **Ind. School District #314**

**Braham, MN 55006**

Adopted: March 21, 2016

Reviewed: **October 16, 2017**

### **#417 CHEMICAL USE AND ABUSE**

#### **I. PURPOSE**

The school board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The school board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

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

A. Use of controlled substances, **medical cannabis**, toxic substances, and alcohol is prohibited in the school setting in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.

B. The policy of this school district is to provide an instructional program in every elementary and secondary school in chemical abuse and the prevention of chemical dependency.

C. The school district shall establish and maintain in every school a chemical abuse preassessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

D. The superintendent, with the advice of the school board, shall be responsible for establishing a school and community advisory team to address chemical abuse problems in the district.

E. The school district shall establish and maintain a program to educate and assist employees, students and others in understanding this policy and the goals of achieving drug-free schools and workplaces.

### III. DEFINITIONS

A. “Chemical abuse” means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the student’s normal function in academic, school, or social activities is chronically impaired.

B. “Chemicals” includes but is not limited to alcohol, toxic substances, **medical cannabis**, and controlled substances as defined in the school district’s Drug-Free Workplace/Drug-Free School policy.

C. “Use” includes to sell, buy, manufacture, distribute, dispense, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration.

D. “School location” includes any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off-school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

### IV. STUDENTS

#### A. Instruction

1. Every school shall provide an instructional program in chemical abuse and the prevention of chemical dependency. The school district may involve parents, students, health care professionals, state department staff, and members of the community in developing the curriculum.

2. Each school shall have age-appropriate and developmentally based activities that:

- a. address the consequences of violence and the illegal use of drugs, as appropriate;
- b. promote a sense of individual responsibility;
- c. teach students that most people do not illegally use drugs;

- d. teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;
  - e. teach students about the dangers of emerging drugs;
  - f. engage students in the learning process; and
  - g. incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.
3. Each school shall have activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.
4. Each school shall disseminate drug and violence prevention information within the school and to the community.
5. Each school shall have professional development and training for, and involvement of, school personnel, student services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.
6. Each school shall have drug and violence prevention activities that may include the following:
- a. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.
  - b. The hiring and mandatory training, based on scientific research, of school security personnel who interact with students in support of youth drug and violence prevention activities under this policy that are implemented in the school.
  - c. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.
  - d. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.
  - e. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.

B. Reports of Chemical Use and Abuse

1. In the event that a school district employee knows that a student is abusing, possessing, transferring, distributing, or selling chemicals in a school location:

a. The employee shall immediately either take the student to an administrator or notify an appropriate administrator of the observation and continue to observe the student until the administrator arrives.

b. The administrator will notify the student's parents. If there is a medical emergency, the administrator will notify the school nurse and/or outside medical personnel as appropriate.

c. The administrator will notify law enforcement officials, the student's counselor, and the chemical preassessment team.

d. The administrator and/or law enforcement officials will confiscate the chemicals and/or conduct a search of the student's person, effects, locker, vehicle, or areas within the student's control. Searches by school district officials shall be in accordance with school board policies regarding search and seizure.

e. The school district will take appropriate disciplinary action in compliance with the student discipline code. Such discipline may include immediate suspension, initiation of expulsion proceedings, and/or referral to a detoxification center or medical center.

2. If a school district employee has reason to believe that a student is abusing, possessing, transferring, distributing, or selling chemicals:

a. The employee shall notify the building administrator or a member of the preassessment team and shall describe the basis for the suspicion. The building administrator and/or team will determine what action should be taken. Action may include conducting an investigation, gathering data, scheduling a conference with the student or parents, or providing a meeting between a single member of the team and the student to discuss the behaviors that have been reported and attempting to ascertain facts regarding chemical abuse.

b. The team may determine there is no chemical abuse. If the team determines there is chemical abuse, the team will select an appropriate course of action, which may include referral to a school counselor; referral to a treatment program; referral for screening, assessment, and treatment planning; participation in support groups; or other appropriate measures.

3. Students involved in the abuse, possession, transfer, distribution, or sale of chemicals shall be suspended in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minn. Stat. § 121A.40-121A.56, and proposed for expulsion.



4. Searches by school district officials in connection with the abuse, possession, transfer, distribution, or sale of chemicals will be conducted in accordance with school board policies related to search and seizure.

C. Preassessment Team

1. Every school shall have a chemical abuse preassessment team designated by the superintendent or designee. The team will be composed of classroom teachers, administrators, and other appropriate professional staff to the extent they exist in each school, such as the school nurse, school counselor or psychologist, social worker, chemical abuse specialist, or others.

2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

D. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minn. Stat. § 13.32 and applicable federal law and regulations.

2. Destruction of Records

a. If the preassessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.

b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with such information, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.

c. This section shall govern destruction of records notwithstanding provisions of the Records Management Act, Minn. Stat. § 138.163.

E. Consent

Any minor may give effective consent for medical, mental, and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

F. School and Community Advisory Team

1. The superintendent, with the advice of the school board, shall establish a school and community advisory team to address chemical abuse problems. The advisory team will be composed of representatives from the school preassessment teams to the extent possible, law enforcement agencies, county attorney's office, social service agencies, chemical abuse treatment programs, parents, and the business community.

2. The advisory team shall:

a. build awareness of the problem within the community, identify available treatment and counseling programs for students, and develop good working relationships and enhance communication between the schools and other community agencies; and

b. develop a written procedure clarifying the notification process to be used by the chemical abuse preassessment team when a student is believed to be in possession of or under the influence of alcohol or a controlled substance. The procedure must include contact with the student and the student's parents or guardian in the case of a minor student.

## V. EMPLOYEES

A. The superintendent or designee shall undertake and maintain a drug-free awareness and prevention program to inform employees, students, and others about:

1. The dangers and health risks of chemical abuse in the workplace/school.

2. The school district's drug-free workplace/drug-free school policy.

3. Any available drug or alcohol counseling, treatment, rehabilitation, re-entry, and/or assistance programs available to employees and/or students.

4. The penalties that may be imposed on employees for drug abuse violations.

B. The superintendent or designee shall notify any federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice of a conviction of an employee for a criminal drug statute violation occurring in the workplace. To facilitate the giving of such notice, any employee aware of such a conviction shall report the same to the superintendent.

**Legal References:** Minn. Stat. § 13.32 (Educational Data)

Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)

Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 138.163 (Records Management Act)

Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)

**Minn. Stat. § 152.22 (Medical Cannabis; Definitions)**

**Minn. Stat. § 152.23 (Medical Cannabis; Limitations)**

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

20 U.S.C. §§ 7101-7165 (Safe and Drug-Free Schools and Communities Act)

41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)  
34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)  
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug Free School)  
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student’s Person)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)  
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**Braham Area Public Schools**

**Ind. School Dist. #314**

**Braham, MN 55006**

Adopted: April 18, 2016

Reviewed: October 16, 2017

**#624 ONLINE LEARNING OPTIONS**

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

- A. The school district shall not prohibit an enrolled student from applying to enroll in online learning.
- B. The school district shall grant academic credit for completing the requirements of an online learning course or program.
- C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.
- D. The school district shall continue to provide non-academic services to online learning students.
- E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

**III. DEFINITIONS**

A. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.

- B. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- C. “Enrolling district” means the school district or charter school in which a student is enrolled under Minn. Stat. § 120A.22, Subd. 4, for purposes of compulsory education.
- D. “Full-time online learning provider” means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.
- E. “Online learning course syllabus” is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.
- F. “Online learning” is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.
- G. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minn. Stat. §§ 120A.22 and 120A.24.
- J. “Supplemental online learning” means an online learning course taken in place of a course period at a local district school.

#### **IV. PROCEDURES**

##### **A. Dissemination and Receipt of Information**

1. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.
2. The school district will receive and maintain information provided to it by online learning providers.
3. The online learning provider must report or make available information on an individual student’s progress and accumulated credit to the student, the student’s parent, and the enrolling district in a manner

specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.

4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.

## B. Student Enrollment

1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.

2. The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.

3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online learning provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.

4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online learning course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.

5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule

or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.

6. An online learning student may complete coursework at a grade level that is different from the student's current grade level.

7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

#### C. Classroom Membership and Teacher Contact Time

1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.

3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.

4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minn. Stat. § 124D.095, Subd. 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.

#### D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.

2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.

3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.

4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.

5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

**Legal References:** Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 120A.24 (Reporting)

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

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

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

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

**Cross References:** MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)

MSBA/MASA Model Policy 605 (Alternative Programs)

MSBA/MASA Model Policy 608 (Instructional Services – Special Education)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 620 (Credit for Learning)

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**25. Set Special School Board Meeting to canvass November 7 General and Special School Board Member Election results.**

To meet the legal requirements as set forth in *M.S. 205A.10 subd. 3*, the date needs to fall between the third and tenth day (11/13 and 11/17) following the November general election and cannot be held on Veteran’s Day which this year, 2017, will be observed on Friday, November 10th.

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**26. REMINDER of the 2017 Truth in Taxation Public Hearing.**

**Braham ISD #314’s Truth in Taxation Public Hearing will be held as a part of the Regular December School Board meeting which is scheduled for Monday, December 18th, 8:15 pm, in the Braham Area High School Community Room. Due to a School Board Training session, the Regular School Board meeting in December will start at 8:15 instead of the usual 7 p.m.**

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**27. Reminder of the November 20 Regular school board meeting.**

The November Regular School Board meeting is set for Monday, November 20, at 7:00 pm, in B100 – Community Room.

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**28. Adjourn.**

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