

1. Regular meeting called to order by Chair. Pledge of Allegiance.
Roll call.
2. Adopt Agenda.
3. Consent Agenda:
 - a. Approve the minutes of the May 16, 2016 Regular School Board Meeting.
 - b. Approve the June bills.
 - c. Review and accept the June Treasurer's report.
 - d. Enrollment Analysis.
 - e. Personnel
4. Acknowledgement of Donations or Contributions
5. Open Forum
6. Review Student Council Representative's report. - **No report this month.**
7. Review Elementary Principal's report.
8. Consider changes for 2016-2017 Elementary Student Handbook
9. Review Activities/Community Ed Director report.
10. Consider changes for 2016-2017 Activities/ Fine Arts Handbook.
11. Review High School Principal's report.
12. Consider changes for 2016-2017 High School Student Handbook
13. Review District Assessment Coordinator's report. - **No report this month.**
14. Superintendent's Report
15. Acknowledge Braham "HONORS" Recipients.
16. School Board members' reports/updates.
17. Consider Resolutions Discontinuing and Reducing Educational Programs and Positions.
18. Consider Resolution for Nonrenewal of Probationary Teacher.
19. Consider ratification of Braham Administration Association contract for 2016-2018.
20. Consider approval of the employment of School Board Member.
21. Consider approval of contracted services with Xplode Sports Training.
22. Consider approval of Isanti County Election Equipment Plan.
23. Consider Proposed Final FY17 Budget
24. Consider membership to Central MN Resource Training & Solutions for 2016-2017.
25. Consider **THIRD** reading of MSBA and district Policies for adoption. - Pg 40
26. Consider **SECOND** reading of MSBA and district Policies for discussion, update & revision. - Pg 76
27. Consider **FIRST** reading of MSBA and district Policies for discussion, update and revision. - Pg 164
28. Reminder of the July School Board meeting.
29. Adjourn.

ADDENDUM

Regular School Board Meeting
Monday, June 20, 2016
7 p.m. - BAHS - Community Room

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

Roll Call.

- 2. Adopt agenda.
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- 3. Consent Agenda.

- a. Approve the minutes of the May 16th Regular School Board meeting.

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

Regular School Board Meeting
Monday, May 16, 2016
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 given.

Members present: S. Eklund, M. Thompson, A. Londgren, T. Cuda, A. Flowers, R. Wyganowski, J. Paitl, and Supt. Gagner. Members absent: None

Motion by M. Thompson, second by J. Paitl to adopt the agenda with three additions. Additional personnel item under consent agenda, an MOU with BEA and ISD #314 and the RRSEC Joint Powers Agreement. Carried

Motion by A. Londgren, second by T. Cuda to approve the minutes of the April 18th Regular School Board meetings; approve the May bills \$652,624.72; accept the May Treasurer’s report; and, review the enrollment analysis. The board accepted the resignations of Katherine Laase from her Elementary Special Ed teacher position effective the end of the 2015-16 school year; and, Ursula Scheele from her Nat’l Honor Society advisor position effective the end of the 2015-16 school year. They also approved the hiring recommendations of Karen Leniz as the C-Team VB coach at Lane 8 Step 9 of the C schedule beginning Aug. 15, 2016; Mikailya Rutten as the high school science teacher at BA Step 5 beginning Aug. 29, 2016; and, Carla Maslow’s request to bump a less senior para effective Aug. 29, 2016. Carried

Motion by B. Wyganowski, second by J. Paitl to acknowledge the May 2016 donations for the purposes requested: for scholarships \$5,000 from Pentair; for General Athletic \$116 from Co-Ed VB Players; from Guetschoff Theater in Cambridge 67 movie tickets for the seniors with a value of \$469; from B.A.C.K. \$70,027 for BB & SB dugouts & fencing; from Sports Dimensions, Inc \$1,000 and, from Grandy Lions \$1,000 for Supermileage; from Grandy Lions \$1,500 for MakerSpace Program at BAES; from Grandy Lions \$1,210 for bowling program at BAES; from BEPO \$213.28 for dry erase boards and clocks for 2nd grade; and, from Braham Baseball Organization \$50 for softball supplies. Carried

Under Open Forum - Baseball Coach Aitor Leniz thanked the board for allowing the baseball team to take the trip to FL. Thirteen players went. They had opportunities for games, practices, scrimmages, excursions and team bonding. Senior Kyle Johnson invited the board members to attend Baccalaureate on Sunday,

May 22 at 7 p.m. here at the high school. There were many parents and students present to address the board regarding the agenda item to non-renew Joe Lakeberg as a high school PE teacher. Three parents spoke on the subject matter and were thanked by Chair Eklund and Supt. Gagner for their comments.

Amelia Fiedler from Student Council reviewed their written report. New members and Student Council officers will be announced soon. Ditch clean-up will be Friday, May 20. Student Council will be talking to owners of the newly opened Mike's Discount Foods in Braham about selling Braham clothing items there.

Elementary Principal Jeff Eklund's reviewed his written report. MCA2 tests are finished. We are incredibly lucky to have BEPO working for our kids. Recently they paid for field trips for all elementary students so our kids can go for free and have organized a "Book Swap". Books are donated and then made available to other students. The Science Fair may be moved to during fall conferences.

AD/CE Director Shawn Kuhnke reviewed his written report. Braham had 2 soloists and 3 ensembles compete at the State/Section MSHSL Solo/Ensemble contest. Two ensembles and the Jazz band got Superior ratings. Cody Bourke-Anderson got a Superior rating for his snare drum and his timpani solos. Spring sports sections and subsections will be underway soon. Community Ed summer camp plans are being finalized. There will be a trip to the Audubon, the pool, and the theater.

HS Principal Matt Lattimore's reviewed his written report. Awards night was May 12th. There were thousands of dollars in scholarship money given out to deserving seniors. The Supermileage electric and stock cars got second place ribbons at the Brainerd Speedway competition. East Central Energy is providing another field trip this year for our 8th graders to the Audubon Center in Sandstone. High school students of the month are: Michael Hackler, Alyssa Beise, T.J.Husnick, and Karla Herman.

School Counselor Ursula Scheele reviewed her written report. ACT test day at the Braham Event Center went very well. There was a 100% attendance of our juniors for this test. MCA Reading, Math, and Science tests are finished. Ms. Scheele also complimented Pearson for their customer service during this testing season.

Supt. Gagner reviewed his written report. The school booth at the Braham Business Expo won first place. Thank you to Dustin Hoeper for designing the booth. Thank you to the Policy Review Committee for all their work on updating policies. The exterior projects are ahead of schedule at this time. Interior projects are coming along.

Supt. Gagner congratulated the following staff, students and community members for their accomplishments as "Braham HONORS" recipients. They are: Katie Blomdahl, Alison Prill, Angie Londgren, Becky Hesselroth, Candy Hart, Carrie Davis, Danielle Johnson, DeeAnna Schmakel, Heather Sward, Joan Schleicher, Kyla Nelson, Marcy Linn, Sara King, Sarah Anderson, Sue Riesing, Tina Heidelberger, and Tracy Erickson for all they do for our students and staff through BEPO; Mike Thompson, Dustin Hoeper, Julie Johnson, Tammi Johnson, Aitor Leniz, and Jeff Eklund for their efforts at the Braham Business Expo; Tiffany Flogel for the flyers, posters and video for the "Why Braham" promotion; Luke Becker for his leadership with SuperMileage and FFA; Dan and Dawn Olson and Braham Ford for extra special service on the school van on April 22nd; Jennifer Lundin for her work as the High Potential Coordinator; John Ellingson, Alexis Fix, Shane Parson, Rebecca Barnett, and Amber Beck for their accomplishments at the Great River Conference Art Show; and, Angie Londgren for organizing the Arbor Day activities at the elementary.

Board members reported on individual meetings and activities attended. Members attended policy review committee meetings, meet and confer, Jazz and Echelon concert, LeeErin Hill benefit, Cody Bourke-Anderson recital, Legacy tournament, softball games, Business Expo, construction, ICICLE, CEU,

and RRSEC meetings.

Motion by A. Londgren, second by R. Wyganowski to renew membership in MSHSL for 2016-17. Carried

Motion by J. Paitl, second by A. Flowers to designate Supt. Ken Gagner as the Identified Official with Authority to authorize MDE user access for 2016-17. Carried

Motion by T. Cuda, second by A. Londgren to reduce two media center secretary positions from 7 hours to 6.5 hours per day effective fall 2016. Carried

Motion by M. Thompson, second by A. Flowers to approve the non-renewal of Joe Lakeberg as high school Physical Education teacher effective the end of the 2015-16 school year. 5 yes votes (Eklund, Thompson, Londgren, Cuda, and, Flowers), 2 no (Wyganowski and Paitl). Carried

Motion by A. Londgren, second by A. Flowers to authorize Student Assurance Services, Inc., Stillwater, MN to provide district parents an opportunity to purchase insurance coverage for their children for accidents and other purposes for the 2016-2017 school year. Carried.

Motion by M. Thompson, second by J. Paitl to approve the requested lunch price increase from \$2.40 to \$2.50 for the PK-4 students and \$2.45 to \$2.50 for 5th-12th grade students. Carried

Motion by R. Wyganowski, second by T. Cuda to approve the change order relating to the theater lighting in the amount of \$102,900. Carried

Motion by A. Londgren, second by M. Thompson to adopt the following policies: #202 - School Board Officers; #203.5 - School Board Meeting agenda; #203.6 - Consent Agenda; #205 - School Board Meetings; #206 - Public Participation in School Board Meetings/Complaints about persons at School Board meetings and data privacy considerations; #210 - Conflict of Interest - School Board Members; #420 - Students & Employees with aids & certain other communicable diseases infectious conditions; #425 - Staff Development Policy; #509 Enrollment of Nonresident Students; #528 - Student Parental, Family & Marital Status Nondiscrimination; #529 - Staff Notification of Violent Behavior by Students; #530 - Student Immunization Policy; and, #611 Homeschooling. Carried.

The following policies are being submitted for their SECOND reading: #503 - Student Attendance; #613 - Graduation Requirements; #617 - Preparatory and High School Standards; #618 - Assessment of Standard Achievement; #619 - Staff Development of Standards; #707 - Transportation of Public School Students; #708 - Transportation of Nonpublic Students; #701 - Establishment/Adoption of School District Budget; #701.1 - Modification of School District Budget; and #714 - Establishment, Implementation and Revision of School District budget and fund balances. Discussion included a change to policy #503 under unexcused absences. No further action required at this time.

The following policies are being submitted for their **FIRST** reading: #101 - School District Legal Status; #101.1 - Name of the School District; #103 - Complaints - Students, Employees, Parents, Other Persons; #203 - Operation of the School Board - Governing Rules; #203.1 - School Board Procedures; Rules of Order; #203.2 - Order of the Regular School Board Meeting; #207 - Public Hearings; #209 - School Board Member Code of Ethics; #211 - Criminal or Civil Action against School District, School Board Member, employee or student; #212 - Board Member Development; #213 - School Board Committees; #403 - Discipline, Suspension & Dismissal of School District Employees; #408 - Subpoena of a School District Employee; #409 - Employee Publications, Instructional Materials, Inventions, and Creations; #422 - Policies incorporated by Reference; #423 - Employee-Student Relationships; #504 - Student Dress & Appearance; #505 - Distribution of Non-school sponsored materials on School Premises by Students & Employees; #512

- School-sponsored Student Publications and Activities; #517 - Student Recruiting; #523 - Policies incorporated by Reference; #525 - Violence Prevention (Applicable to Students and Staff); #527 - Student Use and Parking of Motor vehicles; Patrols Inspections, and Searches; #604 - Instructional Curriculum; #605 - Alternative Programs; #609 - Religion; #615 - Testing Accommodations, modifications, and Exemptions for IEP's, Section 504 Plans, and LEP Students; #623 - Mandatory Summer School Instruction; #704 - Development & Maintenance of an Inventory of Fixed Assets & a Fixed Asset Accounting System; #711 - Video Recording on School Buses; #713 - Student Activity Accounting; #720 - Vending Machines; #904 - Distribution of Materials on School District Property by Non-School Persons; #905 - Advertising; #906 - Community Notification of Predatory Offenders. **NO ACTION IS REQUIRED AT THIS TIME.**

Motion by R. Wyganowski, second by T. Cuda to set a Special School Board meeting immediately following the June Regular School Board meeting on Monday, June 20th for the purpose of conducting the Superintendent's annual review. Carried.

Motion by A. Londgren, second by J. Paitl to accept the MOU between ISD #314 and BEA to allow a teacher to take advanced coursework to attain a Work Based Learning (WBL) license. Carried

Motion by M. Thompson, second by R. Wyganowski to approve the agreement with the Rum River Special Education Cooperative to provide comprehensive education programs to Braham for 2016-17. Carried

Reminder to all present of the Regular School Board meeting set for Monday, June 20th, 2016 at 7 p.m. in B100 - Community Room at the high school.

Motion by A. Londgren, second by A. Flowers to adjourn the meeting. Chair Eklund adjourned the meeting at 8:09 p.m.

Attest: _____
 Steven Eklund, Chair

 Allison Londgren, Clerk

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

Grade	Sept 16	Oct 5	Nov 2	Dec 1	Jan 4	Feb 1	Mar 1	Apr 1	May 2	Last Day
K	66	63	63	63	64	60	61	62	62	62
1	55	55	55	54	53	52	51	52	52	52
2	63	63	64	63	66	65	65	65	62	62
3	52	50	50	50	49	49	49	49	48	48
4	65	65	64	64	64	64	64	64	64	64
5	66	65	64	62	62	62	62	63	63	64
6	62	60	59	57	57	57	56	56	55	55
7	74	75	75	75	75	75	76	74	74	74
8	66	64	65	64	66	65	65	62	63	63
9	61	62	62	60	61	61	62	61	59	58
10	58	57	57	58	58	58	57	55	56	56
11	50	50	50	50	51	51	49	49	49	49
12	68	66	67	68	68	67	67	67	67	67
K - 12										
Sub-Total	806	795	795	788	794	786	784	779	774	774
EC/SE	26	18	20	18	19	19	19	19	18	21
TOTAL										
K - 12 plus ECSE	832	813	815	806	813	805	803	798	792	795

e. Personnel

RESIGNATIONS

JeanAnn Mattson, Prom Advisor, has submitted her letter of resignation from the Prom advisor position effective May 17, 2016.

Karen Prigge, Special Ed Teacher, has submitted her letter of resignation from her high school special education teacher position effective the end of the 2015-16 school year. She has been with the district since fall 2013.

Lois Parson, Special Ed Paraprofessional, has submitted her letter of retirement effective August 1, 2016. Mrs. Parson has been with the district since October 1984.

Alissa Unertl, HS Art Teacher, has submitted her resignation letter effective the end of the 2015-16 school year. Ms. Unertl has been with the district since the fall of 2015.

RECOMMENDATIONS

Julie Grell & Eric Jones are being recommended by Principal Eklund as the two ESY special ed paras hired for a total of 24 hours each over the summer at their current rate of pay.

Katie Becker is being recommended by Principal Eklund to be hired as an ESY special ed para for a total of 42 hours over the summer at her current rate of pay.

Lori Auers (K), Roxanne Kirby (1st), JeanAnn Mattson (2nd), Candi Lund & Korey Sybrant (share 3rd) and Lori Lemieux (4) are being recommended by Principal Eklund as the Bomber Booster Teachers on Tuesdays & Wednesdays for 6 weeks from 8 to 11 a.m. They will be paid at the curriculum writing rate.

Shawna Surdey, HS Special Ed paraprofessional has submitted her request to bump a less senior paraprofessional as per her rights from Article XI - Section I of the Secretary-Paraprofessional contract. Her start date in the new position would be August 29, 2016.

Beth Stone, National Honor Society Advisor

AD Shawn Kuhnke is recommending Beth Stone as the National Honor Society Advisor beginning fall 2016. She will be paid per the "C" Schedule.

William (Billy) Pierce, HS Special Ed Teacher Principal Matt Lattimore is recommending William Pierce to be hired as the HS Special Ed teacher. His start date is August 29, 2016. Mr. Pierce will be placed on BA 4, Step 5 of the teacher's contract..

Tim Burton, Cleaner/Sweeper, is being recommended by the District Head Custodian, Jeff Campbell for the full-time cleaner/sweeper position. He will be paid at Step 2 of the cleaner/sweeper portion of the Custodial contract. Mr. Burton's first day in this position will be Friday, July 1, 2016.

Bradford (Brady) Yrjo, HS Physical Education Teacher HS Principal Matt Lattimore is recommending the hiring of Brad Yrjo as the HS Phys Ed teacher. His start date is August 29, 2016. He will be paid at Lane 1 Step 3 of the teacher's contract.

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.

Donor	Item and/or Amount	Purpose
Braham Area Committee for Kids	\$3,935.00	Baseball shed
BEPO	\$1,199.99	12 spheroballs for MakerSpace
Gordon & Alice Stone	\$1,000.00	Boys basketball
Target Take Charge of Education	\$300.00	High School
Anonymous	\$252.91	Activity Posters
Anonymous	\$10.00	Theater Dept
Target Take Charge of Education	\$215.33	High School
Target Take Charge of Education	\$310.99	Elementary
MN Corn Growers Assoc	\$500.00	Supermileage
Biodapt (helmets & trailer rental)	\$500.00 (value)	Supermileage
Sport Dimensions	\$1,000.00	Supermileage

5. Open Forum.

6. Review Student Council Representative's report. - **No report this month.**

7. Review Elementary Principal's report.

**Braham Area Elementary
June 2016 Board Report**

1. KG Registration

- 48 Students registered. This is above average for the start of summer.

2. Summer Bomber Boost

- 43 Students registered

3. ESY (Extended School Year for Special Ed)

- Mariah Olson, Kelly Rud, and Paulette Weisz are teaching.

4. Kindergarten Orientation

- Back to the old format. 1st four days of school will be orientation. Students will be taking assessments at this time to help our teachers tailor their instruction to each student.

5. Bomber PRIDE

- Last assembly we honored our year long winners
 - Handprints on the wall
 - Mrs. Linn, Mrs. Parson, and Randy Coleman have put handprints on the

6. Track & Field Day/Fun Day

- Great weather!

- Great participation
- Thank you to NIKE volunteers for their help.

7. **4th Grade State Projects**

- Presentation night went great!
- Thank you to Lori Lemieux for organizing this.

8. Consider changes for 2016-2017 Elementary Student Handbook

Changes

- *Deletions crossed out*
- *Additions in bold and highlighted*

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Student drop-off or pick up

The front of the building is BUSES ONLY from 7:45 - ~~8:15 a.m.~~ **8:00 a.m.** and from 2:45 - 3:00 p.m.

Buses will drop off at the high school on the West side of the building on Elmhurst Avenue. ~~(near the golden arches).~~

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Attendance

ATTENDANCE (Please see District Policy 503 in the Appendix)

Attendance numbers are:

- K-6: 320-396-3316 Ext. 5003
- ~~5-6: 320-396-3316 Ext. 5002~~

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Bus

~~If a student misses the bus going home, the child will call parents for transportation.~~

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EMERGENCY SCHOOL CLOSING

~~School closing or late starts because of storms or other emergencies will be announced on WCCO (830 AM); WCMP-Pine City (1350 AM or 92.1 FM); and WREV-Cambridge (105 FM). If school dismisses early because of an approaching storm or power outage, it is important that your child know where to go if you are not home.~~

Emergency school closing will be announced on School Messenger, WCCO (830 am); WCMP, Pine City (1350 am/92.1 fm); and KBEK, Braham (95.5 fm). Closings are also called in to WCCO Channel 4, KSTP Channel 5, KMSP Channel 9, and KARE Channel 11. School closings will be posted on the school website www.braham.k12.mn.us

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Immunizations

- 1. (4) DTAP/DT**
- 2. (3) Polio**
- 3. (3) Hepatitis**

4. (1) MMR
5. (1) Varicella
6. (2) Hepatitis A
7. (1) Hib
8. (4) Pneumococcal

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Screenings

Preschool **Early Childhood**

Fevers

A student's normal body temperature is 98.6°F. As a general guideline, when students present a fever from 99.5°F to 100°F in the health office the health aide will call the parent and it will be the parent's discretion whether the child will be sent home for the day. If the child's temperature exceeds 100°F the parent will be notified and the child must be sent home for the remainder of the school day.

Guidelines for sending a student home:

1. Temperature of 100.0 F or greater.
2. Vomiting.
3. Headache unrelieved by rest, fluids, and/or medication administered with parent permission.
4. Uncontrolled diarrhea.
5. A rash that is increasing in size or spreading to other areas.
6. Have contracted evident contagious disease after assessment by the school nurse.
7. Uncontrolled coughing
8. Has had an injury that has been assessed by the school nurse and requires referral to a clinic or parent.

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Non-Prescription Medication

diagnosis **Reason for medication**
~~termination date for administration~~

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Medication

Limited quantities of the medication ~~should be sent to school~~ **are recommended**, usually one month is sufficient.

~~the medication will be sent home with the student at the end of the day.~~

Medication that is brought to school unlabeled in plastic bags, envelopes, etc. will not be given to students by school staff. Staff will try to contact the child's parents(s)/guardian to come give the medication. If a parent(s)/guardian can not be reached, the medication will be sent home with the student at the end of the day. All medication that is not picked up by a parent/guardian by the last day of school will be destroyed.

All medication to be given at school for students in grades K-4 must be transported by parent/guardian. Medication are not to be sent to school with Elementary Students.

Medication that is brought to school in baggies, envelopes, etc. will not be given to students by school staff. Staff will try to contact the child's parent/guardian to come give the medication. If parents/guardians cannot be reached the medication will not be given and a written note or email will be sent asking for the medication to be picked up from school. If the medication is not picked up in a timely manner the medication will be destroyed. All medication to be given at school for students in grades P-6 must be transported by a parent/guardian or responsible adult. Please do not send medications of any kind to school with elementary students.

All medications not picked up by a parent/guardian by the last day of school will be brought to the local sheriff medication drop off box.

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Communicable Disease

A child entering school the first year comes in contact with an increasing number of children. Keep your child home if he/she has a cough, headache, sore throat, earache, swollen glands, rashes or sores, nausea, vomiting, diarrhea or general signs of illness. **If your child has vomited within the past 12 hours they should not be sent to school.** Parents are asked to report any cases of contagious diseases to the school as soon as possible.

Flu Symptom Screening Tool for Parents and Caregivers Use this questionnaire each day your child is sick with flu-like symptoms and follow the instructions for when to keep the child home and what to tell the child's school.

Does Your Child Have:

- Fever of 100° F or higher?
 - (Take the child's temperature before giving him/her fever-reducing medicine, like Tylenol.)

AND

- Sore throat?
- Cough?

Should I Keep My Child Home?

If your child has a fever AND one of the other symptoms, keep your child home for at least 24 hours after his or her fever is gone without fever-reducing medicine. For many children this will be 5 to 7 days. Your child should feel well enough to participate in school before returning. If you have questions about your child's health or symptoms, call your child's doctor or clinic.

If your child has been diagnosed by a doctor or clinic with a different disease, such as strep, follow your doctor or clinic's recommendation and school policy for when to return to school.

What Should I Tell My Child's School?

If your child has a fever AND one of the other symptoms, tell the school that your child is home with influenza-like illness.

If your child has been diagnosed by a doctor or clinic with a different disease, such as strep, tell your child's school.

Flu Symptom Screening Tool for Parents and Caregivers found on MDH website.

<i>Chicken Pox</i>	Exclude from school until pox are healed (about 7 days)
<i>Measles</i>	Exclude from school until 5 days after appearance of rash
<i>German Measles</i>	Exclude from school for 3 days after rash appears
<i>Mumps</i>	Isolate until fever and swelling have disappeared and temperature is normal
<i>Impetigo</i>	Very contagious. Exclude from school until lesions are healed. Exclude for 5 days after treatment has started.
<i>Ringworm</i>	Get specific treatment. Exclude from school until lesions are healed.
<i>Scarlet Fever and Searsdale</i>	Advise medical care. Isolate 1 day after antibiotic therapy or until rash is clear.
<i>Strep Throat</i>	Exclude from school until on antibiotics for 24 hours. Exclude for 5 days after treatment has started.
<i>Whooping Cough</i>	Confine to home for three weeks after first symptoms. Exclude for 5 days after treatment has started.
<i>Pinkeye (Conjunctivitis)</i>	Exclusion if there is thick white or yellow drainage and eye pain. no exclusion if eye is clear and watery with no pain.
<i>Lice</i>	May be in school after proper shampoo treatment. Parent/guardian will be notified by health office staff when lice is found. Students in grades P-2 will need to leave school. Students in grades 3-6 do not need to leave school. All students may return to school after they have been properly treated.
<i>Scabies</i>	May be in school after written permission from the doctor. Exclude for 5 days after treatment has started.
<i>H1N1</i>	Refer to district web site for instructions.

****Watch all the children in the home when there is contagion and exclude from school when first symptoms of illness appear.**
Please contact our district school nurse when you have questions regarding your child's communicable disease.**

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Kindergarten Orientation

KG orientation will be August 25, 26, & 27. The first day of KG will be September 8. (The first day for all students in Braham.)
If you have any questions, please call the BAES Office at (320) 396-5180.

This year (2015-2016) we will have 4 sections of Kindergarten. However, because of late registrations we will not have class lists finalized until the first week of school.

KG orientation will be Sept. 6, 7, 8, & 9. The first day of KG for all students will be September 12. If you have any questions, please call the BAES Office at (320) 396-5180.

This year (2016-2017) we will have 3 sections of Kindergarten. However, because of late registrations we will not have class lists finalized until the first week of school.

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News

2. **Twitter page @BrahamElem**

9. Review Activities/Community Ed Director report.

**Activities/Community Education Director
School Board Report
June 20, 2016**

1. I apologize for my not being able to attend the school board meeting this month. I have 25 football players and 3 coaches up at the UMD Football Team Camp June 20, 21 & 22.
2. Varsity schedules are nearly complete for next year, just need to add a couple for softball and baseball. All lower level schedules are done for fall and winter.
3. I have submitted to Mrs. Gelle the Activities for the upcoming 2016-2017 school year for inclusion into the Community Calendar.
4. I have been working with our coaches and directors in the project to combine the Fine Arts and Athletic Handbooks into one Activities Handbook.
5. Congratulations to Allison Anderson for advancing to the State Tournament in Girls Golf. They will be participating on Tuesday, June 14 and Wednesday, June 15 at Pebble Creek in Becker.
6. Congratulations to Grant Wilsey, John Larson, Ryan Riesing, Solomon Overton and Eric Eskuri for advancing to the State Tournament in Track and Field. The 4x2 team of Grant, John, Ryan and Solomon broke their own record with a time of 1:32.75 and finished in 10th place at state. Eric finished in 12th place in state in the discus.
7. Many kids in the school with camps, practices and summer workouts/training (total numbers are up from a year ago).

Respectfully Submitted,
Shawn Kuhnke

10. Consider changes for 2016-2017 Activities/ Fine Arts Handbook.

- Activity Fees increased by \$10

ACTIVITIES FEE SCHEDULE		
ACTIVITY	7th - 8th	9th - 12th
Baseball	\$30.00	\$40.00
Basketball	\$30.00	\$40.00
Cheerleading		\$40.00
Cross Country	\$30.00	\$40.00
Equestrian	\$30.00	\$40.00
Football	\$30.00	\$40.00
Golf	\$30.00	\$40.00
Softball	\$30.00	\$40.00
Track	\$30.00	\$40.00
Volleyball	\$30.00	\$40.00
Wrestling	\$30.00	\$40.00
Echelon		\$40.00
Jazz		\$40.00
Academic Bowl		\$40.00
Musical	\$30.00	\$40.00
School Play	\$30.00	\$40.00
One Act Play	\$30.00	\$40.00
Speech		\$40.00
Jr. High Speech	\$30.00	

ACTIVITY	7th - 8th	9th - 12th
Academic Bowl		\$50.00
Baseball	\$40.00	\$50.00
Basketball	\$40.00	\$50.00
Cross Country	\$40.00	\$50.00
Echelon	\$40.00	\$50.00
Equestrian	\$40.00	\$50.00
FFA	\$40.00	\$50.00
Football	\$40.00	\$50.00
Golf	\$40.00	\$50.00
Jazz	\$40.00	\$50.00
Musical	\$40.00	\$50.00
One Act Play	\$40.00	\$50.00
School Play	\$40.00	\$50.00
Softball	\$40.00	\$50.00
Speech	\$40.00	\$50.00
Speed & Strength	\$40.00	\$50.00
Supermileage	\$40.00	\$50.00
Track	\$40.00	\$50.00
Trap	\$40.00	\$50.00
Volleyball	\$40.00	\$50.00
Wrestling	\$40.00	\$50.00

- Removed Activities Injury Report

<h2 style="text-align: center; margin: 0;">ACTIVITIES INJURY REPORT</h2> <p>ü This report should be filled out on the day of the Injury. ü Must be submitted to the A.D. no later than the following day.</p> <p>Athletes Name: _____</p> <p>Sport: _____ Grade: _____</p> <p>Date Injured: _____ Date Report filed: _____</p> <p>1. Were His/her Parents notified: _____</p> <p>Who: _____ When: _____</p>	<p>Removed from handbook, coaches/trainer have a supply of their own</p>
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2. Injured Occurred In:
Practice _____ Game: _____
Brief Explanation of how injury occurred:

3. Area of injury:

4. Type of injury:

5. Did the school trainer see the athlete?

6. Was the athlete advised to see a doctor?

Physician's Name: _____
Location: _____

Signature of person filling out the report

- Removed Coaching/Directing Form

COACHING /DIRECTING FORM	
	Has harmonious relationships with staff
	Upholds department and school policies, rules and regulations
	Follows planned, prescribed program
	Follows goals and objective for the year
	Submits written reports on time

Removed this, there is a coaches evaluation form already.

	Has good relationship with personnel from other schools
	Keeps Activities Director informed about activity

Coaches / Directors Observation Form (1): This form is used by the Activities Director to evaluate coaches /director J-I during the season.

SCALE:

+	Excellent
0	Good
-	Needs Improvement

Date: _____

Coach/Director: _____

Position: _____

Sport: _____

Level: _____

I. Teaching Personality

III. Team Management

	Self control and poise
	Appropriate sense of humor
	Emotional stability
	Vitality and good health
	Enthusiasm in working with participants
	Appearance
	Punctuality in attendance
	Voice quality

	Is Prompt in meeting team
	Supervises area before /after
	Makes maximum use of time available

	Demonstrates care of equipment /facilities
	Uses good team discipline and control (Respects, not fear)
	Utilizes staff
	Utilizes participants
	Commands respect by example: in appearance, Manners, behavior, language
	Has knowledge and expertise of activity
	Has the ability to motivate student
	Has the ability to give direction
	Exhibits leadership on field/ court/ stage/ etc.
	Provides individual / group instruction
	Well versed in strategy
	Practices are well planned
	Has effective game /meet /performance /event organization
<p>II. <u>Professional Qualities</u></p> <p>IV. <u>Coaching /Directing Performance</u></p> <p><u>Comments:</u></p> <p>ACTIVITIES DIRECTOR'S SIGNATURE: _____</p>	

- **Lettering Qualifications updated by coach/directors**
 - Fall Musical

<p><u>Musical Lettering</u></p> <p>A student may earn a Varsity letter in the Fall Musical may by earning at least 15 points in 1 year.</p> <p>Ways to earn letter:</p>	<p>Musical Lettering</p> <p>A student may earn a Varsity letter in the Fall Musical may by earning at least 6 points in one year.</p> <p>Ways to earn letter:</p> <ol style="list-style-type: none"> 1. Attendance at rehearsals and performances <ol style="list-style-type: none"> a) Zero unexcused absences = 5 points
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<p>a. 3 = 0 absences b. 2 = 1-3 absences c. 1 = 4-6 absences d. 0 = >6 absences (more than 6) e. 0-2 pts. Being Respectful and Supportive f. 0-2 Demonstrating Growth *In rare cases, students may be eligible for a letter only 1 year in the Musical. This could be achieved by exhibiting extraordinary contributions to the Musical (going far above and beyond what is asked of you)</p>	<p>b) 1-3 unexcused absences = 3 points c) 4-6 unexcused absences = 1 point 1. Following the guidelines set in the student contract = 1 point 2. Student growth during the performance season = 1 point a) Example: Huge improvement in acting, singing, knowledge of tech, etc... 1. Involvement in more than one aspect of the production = 1 point a) Example: Stage role and play in Pit Band OR Stage role and work in Tech at least one day per week OR Play in Pit Band and work in Tech at least one day per week, etc... 1. Showing leadership during the performance season = 1 point a) Example: Regularly leading warm ups, helping others with lines/choreography, helping with costumes or makeup, etc... 1. Participation in Strike (until everything is done) after the last show = 1 point. a) Required to letter.</p>
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o Spring Play

<p><u>Spring Play Lettering</u></p> <p>A student may earn a Varsity letter in the Spring Play may by earning at least 15 points in 1 year.</p> <p>Ways to earn letter:</p> <p>a. 3 = 0 absences b. 2 = 1-3 absences c. 1 = 4-6 absences d. 0 = >6 absences (more than 6) e. 0-2 pts. Being Respectful and Supportive f. 0-2 Demonstrating Growth *In rare cases, students may be eligible for a letter only 1 year in the Spring Play This could be achieved by exhibiting extraordinary contributions to the Spring Play (going far above and beyond what is asked of you)</p>	<p><u>Spring Play Lettering</u></p> <p>A student may earn a Varsity letter in the Spring Play may by earning at least 6 points in one year.</p> <p>Ways to earn letter:</p> <p>1. Attendance at rehearsals and performances a) Zero unexcused absences = 5 points b) 1-3 unexcused absences = 3 points c) 4-6 unexcused absences = 1 point 1. Following the guidelines set in the student contract = 1 point 2. Student growth during the performance season = 1 point a) Example: Huge improvement in acting, singing, knowledge of tech, etc... 1. Involvement in more than one aspect of the production = 1 point a) Example: Stage role and play in Pit Band OR Stage role and work in Tech at least one day per week OR Play in Pit Band and work in Tech at least one day per week, etc... 1. Showing leadership during the performance season = 1 point a) Example: Regularly leading warm ups, helping</p>
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	<p>others with lines/choreography, helping with costumes or makeup, etc...</p> <ol style="list-style-type: none"> 1. Participation in Strike (until everything is done) after the last show = 1 point. <p>Required to letter</p>
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- Speech

<p><u>Speech Lettering</u></p> <p>2 years or more with the speech program. Attend all but one invitational meet (7/8 or 6/7). Attend the GRC meet and Sub-section meet. Speak all rounds of each individual you attend. Attend ALL scheduled practices: Unexcused absences of practice will result in loss of lettering.</p> <p>*In rare cases, students may be eligible for a letter after only 1 year in Speech. This could be achieved by exhibiting extraordinary contributions to speech (going far above and beyond what is asked of you). This will be awarded at the director's discretion.</p>	<p><u>Speech Lettering</u></p> <p>Students must commit to 2 years or more with the speech program and attend 80% of the Invitational meets. Students must also attend the GRC and Subsection meets and all scheduled practices. Unexcused absences of practice could result in loss of lettering.</p> <p>*In rare cases, students may be eligible for a letter after only 1 year in Speech. This could be achieved by exhibiting extraordinary contributions to speech (going far above and beyond what is asked of you). This will be awarded at the director's discretion.</p>
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- Pep Band

<p><u>Pep Band Lettering</u></p> <p>A student may earn a Varsity letter in Pep Band by attending at least 75% of the Pep Band events that they can make it to. It does not count against a student's attendance if they are involved with another school activity. However, activities like work, that are not related to the school will count against the student's attendance. Post-season events will not be counted as part of the percentage. However, attendance at post season events will earn some credit to those who are just under the cutoff and to those who missed too many regular season events for understandable reason</p>	<p><u>Pep Band Lettering</u></p> <p>A student may earn a Varsity letter in Pep Band by attending 75% or more of the Pep Band performances during the year.</p> <p>Student's will not be penalized for missing pep band due to another school activity (i.e. Football, Volleyball, Cross Country, Musical, Basketball, Wrestling, etc...). However, activities like work, that are not related to the school will count against the student's attendance.</p> <p>Post season events will not be counted as part of the percentage. However, attendance at post season events will earn some credit to those who are just under the cutoff and to those who missed too many regular season events for understandable reasons.</p>
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- Band

Band Lettering

The BAHS band program is structured around the premise that all of our activities grow out of classroom band experience. Earning a letter for band is a privilege, but a goal for which all members should strive. Lettering is reserved for those students who go over and above the standard requirements of band participation. Therefore, few points toward lettering are awarded for simply participating in concert band. To earn a letter, a student must earn a total of 15 points in a year. Points do NOT carry over from year to year. The Band Letter Award encourages students to continually participate in co-curricular band programs and rewards students for selected elements of their performance grade. This program is also designed to encourage students to support successful bands at BAHS through elements of service and leadership.

Ways to earn points

- 2- 4 Participation in Jazz Band (based on years of service and/or contributions to group)
- 2- 4 Participation in Solo/Ensemble Contest (+2 if superior at state/section)
- 3 - Participation in Musical Pit Band
- 3 - All-state Audition (+3 if you make in into an ensemble)
- 2 - Each year of High School Band participation (max. 8)
- 2 - Participation in Honor Bands (each, max. 4)
- 2 - Work as Officer/ TA / Librarian
- 1 - Accompanist for Solo/Ensemble (max. 2)
- 1 - Perform in Church (max. 2)
- 1 - Private Lessons on your instrument (outside of school- 1 per quarter)
- ~ -Each Pep Band Performance (max. 4)
- *Seniors who have limited participation in band co-curricular activities, but have remained a loyal band member may be awarded a varsity letter during their senior year at the director's discretion.
- *Students who earn 20 or more points in a year will be honored with a special award.
- *In rare cases, students may be eligible for a letter after only 1 year in the Band. This could be achieved by exhibiting extraordinary contributions to the Band (going far above and beyond what is asked of you). This will be awarded

Band Lettering

The BAHS band program is structured around the premise that all of our activities grow out of classroom band experience. Earning a letter for band is a privilege, but a goal for which all members should strive. Lettering is reserved for those students who go over and above the standard requirements of band participation. Therefore, few points toward lettering are awarded for simply participating in concert band. To earn a letter, a student must earn a total of 12 points in a year. Points do NOT carry over from year to year. The Band Letter Award encourages students to continually participate in co-curricular band programs and rewards students for selected elements of their performance grade. This program is also designed to encourage students to support successful bands at BAHS through elements of service and leadership.

Ways to earn points

- 2 – Participation in Jazz Band (+2 after 3 years participation)
- 2 – (per event) Participation in Solo/Ensemble Contest (+2 if superior at state/section)
- 2 – Participation in Musical Pit Band
- 3 – All-state Audition (+3 if you make in into an ensemble)
- 2 – Participation in the High School Band (+2 after 3 years participation)
- 2 – Participation in Honor Bands (each, max. 4)
- 2 - Write or arrange a piece of music for the band to play
- 1 – Work as Officer/TA/Librarian/Student Conductor/Section Leader
- 1 – Accompanist for Solo/Ensemble (max. 2)
- 1 – Perform in Church (max. 2)
- 1 – Private Lessons on your instrument (outside of school – 1 per quarter)
- ½ – Each Pep Band Performance (max. 4)
- Seniors who have limited participation in band co-curricular activities, but have remained a loyal band member may be awarded a varsity letter during their senior year at the director's discretion.
- In rare cases, students may be eligible for a letter after only 1 year in the Band. This could be achieved by exhibiting extraordinary contributions to the Band (going far above and beyond what is asked of you). This will be awarded at the director's discretion.

at the director's discretion.

- Choir

Choir Lettering

The BAHS choir program is structured around the premise that all of our activities grow out of classroom choir experience. Earning a letter for choir is a privilege, but a goal for which all members should strive. Lettering is reserved for those students who go over and above the standard requirements of choir participation. Therefore, few points toward lettering are awarded for simply participating in concert choir. To earn a letter, a student must earn a total of 10 points in a year. Points do NOT carry over from year to year. The Choir Letter Award encourages students to continually participate in co-curricular choir programs and rewards students for selected elements of their performance grade. This program is also designed to encourage students to support successful choirs at BAHS through elements of service and leadership.

Ways to earn points

- 2-4- Participation in Echelon (based on years of service and/or contributions to group)
- 2-4- Participation in Solo/Ensemble Contest (+2 if superior at state/section)
- 3 - Lead/Essential part in Musical
- 3 - All-state Audition (+3 if you make in into an ensemble)
- 2 - Each year of High School Choir participation (max. 8)
- 2 - Participation in Honor Choirs (each, max. 4)
- 2 - Work as Officer / TA / Librarian
- 1 - Accompanist for Solo/Ensemble (max. 2)
- 1 - Perform in Church (max. 2)
- 1 - Private Lessons (outside of school - 1 per quarter)

*Seniors who have limited participation in choir co-curricular activities, but have remained a loyal choir member may be awarded a varsity letter during their senior year at the director's discretion.

*Students who earn 20 or more points in a year will be honored with a special award.

Choir Lettering

The BAHS choir program is structured around the premise that all of our activities grow out of classroom choir experience. Earning a letter for choir is a privilege, but a goal for which all members should strive. Lettering is reserved for those students who go over and above the standard requirements of choir participation. Therefore, few points toward lettering are awarded for simply participating in concert choir. To earn a letter, a student must earn a total of 10 points in a year. Points do NOT carry over from year to year. The Choir Letter Award encourages students to continually participate in co-curricular choir programs and rewards students for selected elements of their performance grade. This program is also designed to encourage students to support successful choirs at BAHS through elements of service and leadership.

Ways to earn points

- 2 – Participation in Echelon (+2 after 3 years participation)
 - 2 – (per event) Participation in Solo/Ensemble Contest (+2 if superior at state/section)
 - 2 – Lead/Essential part in Musical
 - 3 – All-state Audition (+3 if you make in into an ensemble)
 - 2 – Each year of High School Choir participation (+2 after 3 years participation)
 - 2 – Participation in Honor Choirs (each, max. 4)
 - 2 – Work as Officer/TA/Librarian/Accompanist/Student Conductor
 - 1 – Accompanist for Solo/Ensemble (max. 2)
 - 1 – Perform in Church (max. 2)
 - 1 – Private Lessons (outside of school – 1 per quarter)
- Seniors who have limited participation in choir co-curricular activities, but have remained a loyal choir member may be awarded a varsity letter during their senior year at the director's discretion.

In rare cases, students may be eligible for a letter after only 1 year in the Choir. This could be achieved by exhibiting extraordinary contributions to the Choir (going far above and beyond what is asked of you). This will be awarded at the director's discretion.

<p>*In rare cases, students may be eligible for a letter after only 1 year in the Choir. This could be achieved by exhibiting extraordinary contributions to the Choir (going far above and beyond what is asked of you). This will be awarded at the director's discretion.</p>	
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o Echelon

<p><u>Echelon Lettering</u></p> <p>A student may earn a Varsity Letter in Echelon by earning at least 12 points in one year.</p> <p>Ways to earn points: 2 - Each year of Echelon participation (max. 6) 1 - Private Lessons (outside of school - 1 per quarter) 0 - 3 Attendance at rehearsals (on time and at each rehearsal) 0 - 3 Attendance at performances 0 - 2 Demonstrating growth through the ensemble</p> <p>Seniors who have had limited participation, but have remained a loyal member may be awarded a varsity letter during their senior year at the director's discretion.</p> <p>*In rare cases, students may be eligible for a letter after only 1 year in the Echelon. This could be achieved by exhibiting extraordinary contributions to the Echelon (going far above and beyond what is asked of you). This will be awarded at the director's discretion.</p>	<p>Echelon Lettering</p> <p>A student may earn a Varsity Letter in Echelon by earning at least 9 points in one year.</p> <p>Ways to earn points 2 – Participation in Echelon (+2 after 3 years participation) 1 – Private Lessons (outside of school – 1 per quarter) 2 – Attendance at all rehearsals (on time to rehearsals AND 3 or less unexcused absences) 2 – Attendance at all performances 1 – Sing a solo in one song at a concert 2 - Sing 2 solos in different songs at a concert(s) during the year 3 - Sing 3 solos in different songs at a concert(s) during the year 1 - Play accompaniment for Echelon 2 - Write or arrange a piece of music for Echelon to perform 1 - Help choreograph a dance for Echelon 3 - Choreograph an entire dance for Echelon 1 - Sing a solo with Jazz Band accompaniment</p> <p>Seniors who have had limited participation, but have remained a loyal member may be awarded a varsity letter during their senior year at the director’s discretion.</p> <p>In rare cases, students may be eligible for a letter after only 1 year in the Echelon. This could be achieved by exhibiting extraordinary contributions to the Echelon (going far above and beyond what is asked of you). This will be awarded at the director’s discretion.</p>
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o Jazz

<p><u>Jazz Lettering</u></p> <p>A student may earn a Varsity Letter in Jazz by</p>	<p>Jazz Lettering</p> <p>A student may earn a Varsity Letter in Jazz by earning at least 10 points in one year.</p>
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<p>earning at least 12 points in one year.</p> <p>Ways to earn points: 3- All-state Audition (+3 if you make in into an ensemble) 2 - Each year of Jazz participation (max. 6) 2 - Participation in Honor Jazz Bands (each, max. 4) 1 - Private Lessons on your instrument (outside of school - 1 per quarter) 0 - 3 Attendance at rehearsals (on time and at each rehearsal) 0 - 3 Attendance at performances 0 - 2 - Demonstrating growth through the ensemble</p> <p>*Seniors who have had limited participation, but have remained a loyal member may be awarded a varsity letter during their senior year at the director's discretion.</p> <p>*In rare cases, students may be eligible for a letter after only 1 year in Jazz. This could be achieved by exhibiting extraordinary contributions to Jazz (going far above and beyond what is asked of you). This will be awarded at the director's discretion.</p>	<p>Ways to earn points 3 – All-state Audition (+3 if you make in into an ensemble) 2 – Participation in Jazz Band (+2 after 3 years participation) 2 – Participation in Honor Jazz Bands (each, max. 4) 1 – Private Lessons on your instrument (outside of school – 1 per quarter) 1 - Work as Officer/Student Conductor/Librarian 2 - Write or arrange a piece of music for the band to play 2– Attendance at rehearsals (on time to rehearsals AND 3 or less unexcused absences) 3 – Attendance at all performances 1 – Play at 1 solo in a song at a concert 2 - Play 2 - 5 more solos in different songs at a concert(s) during the year 3 - Play 6 or more solos in different songs at a concert(s) during the year 1 - Help with setup/teardown before or after performances 1 - Play accompaniment for Echelon</p> <p>Seniors who have had limited participation, but have remained a loyal member may be awarded a varsity letter during their senior year at the director’s discretion.</p> <p>In rare cases, students may be eligible for a letter after only 1 year in Jazz. This could be achieved by exhibiting extraordinary contributions to Jazz (going far above and beyond what is asked of you). This will be awarded at the director’s discretion.</p>
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○ Speed & Strength

<p>New sport for the district</p>	<p>Speed & Strength</p> <ul style="list-style-type: none"> · Student must attend 80% of the days during the summer session. <ul style="list-style-type: none"> ● Student must be entering the 9th - 12th grade. ● Student must complete all of the core lifts for each day present. ● Student must complete all of the required auxiliary lifts for the day. ● Student must also participate in the speed and/or agility training for the day. ● Student must record the results for all required lifts.
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- Supermileage

<p>Didn't have rules in the handbook</p>	<p>Supermileage A student may earn a Varsity letter in Supermileage by documenting the participation in both of the following requirements:</p> <ul style="list-style-type: none"> · At least 15 hours of out-of-school effort towards their Supermileage project. · Compete in at least 1 of the 2 yearly Supermileage competitions. <ul style="list-style-type: none"> ○ MTEEA Supermileage Challenge ○ Shell Eco-Marathon
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- One Act

<p><u>One Act Play Lettering</u></p> <p>Varsity lettering in the One Act Play may be achieved by meeting the following criteria: Ways to earn letter:</p> <ul style="list-style-type: none"> a. 3 = 0 absences b. 2 = 1-3 absences c. 1 = 4-6 absences <p>*Following terms of the student contract and the MSHSL rules</p> <ul style="list-style-type: none"> d. 0 = >6 absences (more than 6) e. 0-2 pts. Being Respectful and Supportive f. 0-2 Demonstrating Growth <p>*In rare cases, students may be eligible for a letter only 1 year in the Musical. This could be achieved by exhibiting extraordinary contributions to the One Act Play (going far above and beyond what is asked of you)</p>	<p>One Act Play Lettering</p> <p>Varsity lettering in the One Act Play may be achieved by meeting the following criteria.</p> <p>Ways to earn letter:</p> <ul style="list-style-type: none"> 1. Attendance at rehearsals and performances <ul style="list-style-type: none"> a) Zero unexcused absences = 5 points b) 1-3 unexcused absences = 3 points c) 4-6 unexcused absences = 1 point 1. Following the guidelines set in the student contract = 1 point 2. Student growth during the performance season = 1 point <ul style="list-style-type: none"> a) Example: Huge improvement in acting, singing, knowledge of tech, etc... <ul style="list-style-type: none"> 1. Involvement in more than one aspect of the production = 1 point a) Example: Stage role and play in Pit Band OR Stage role and work in Tech at least one day per week OR Play in Pit Band and work in Tech at least one day per week, etc... <ul style="list-style-type: none"> 1. Showing leadership during the performance season = 1 point a) Example: Regularly leading warm ups, helping others with lines/choreography, helping with costumes or makeup, etc... <ul style="list-style-type: none"> 1. Participation in Strike (until everything is done) after the last show = 1 point. a) Required to letter.
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- Fine Arts and Activity Philosophy
 - Merged into one Philosophy

FINE ARTS PROGRAM PHILOSOPHY

We believe that the fine arts program at Braham is considered an integral part of the school's programs, which provides experience for participation to help youth grow physically, mentally and emotionally. Such participation is a privilege that carries with it responsibilities to the school, to the activity, to the student body, to the community, and to the individual student. These experiences contribute to the development of learning skills and developing emotional patterns that enable the student to make maximum use of his/her education.

ATHLETIC PROGRAM PHILOSOPHY

We believe that the athletic program at Braham is considered an integral part of the school's programs, which provides experience for participation to help youth grow physically, mentally and emotionally. Such participation is a privilege that carries with it responsibilities to the school, to the activity, to the student body, to the community, and to the individual student. These experiences contribute to the development of learning skills and developing emotional patterns that enable the student to make maximum use of his/her education.

The spirit of competition and winning is inevitable, but should be controlled to the point that it does not determine the nature of the program. In the seventh and eighth grades, participation by all learners shall be the primary goal, regardless of the final outcome of the contest. At ninth grade level, all students will still participant, but not necessarily for an equal amount of time. A transition occurs at the "B" team and/or junior varsity level whereas competition and winning may become the primary goal, but never to the exclusive of overall participation throughout the season.

At the varsity level, the desire to win and excel becomes the primary goal, but only when it is consistent with the primary goal of fostering self-worth, self-esteem and mental and physical

ACTIVITY PROGRAM PHILOSOPHY

We believe that the activity program at Braham is considered an integral part of the school's programs, which provides experience for participation to help youth grow physically, mentally and emotionally. Such participation is a privilege that carries with it responsibilities to the school, to the activity, to the student body, to the community, and to the individual student. These experiences contribute to the development of learning skills and developing emotional patterns that enable the student to make maximum use of his/her education.

The spirit of competition and winning is inevitable, but should be controlled to the point that it does not determine the nature of the program. In the seventh and eighth grades, participation by all learners shall be the primary goal, regardless of the final outcome of the contest. At ninth grade level, all students will still participant, but not necessarily for an equal amount of time. A transition occurs at the "B" team and/or junior varsity level whereas competition and winning may become the primary goal, but never to the exclusive of overall participation throughout the season.

At the varsity level, the desire to win and excel becomes the primary goal, but only when it is consistent with the primary goal of fostering self-worth, self-esteem and mental and physical well being.

well being.	
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- Fundraiser Policy
 - Updated to new policy

<p><u>FUNDRAISERS</u> All fundraisers must have the approval of the Activities Director by submitting a written request. Forms are available in the mailroom. No more than two fundraisers per sport will be allowed each school year.</p>	<p><u>FUNDRAISERS</u></p> <p>The following must be followed in order for a program to complete a Fundraiser:</p> <ol style="list-style-type: none"> 1. If there is a contract needed for a fundraiser, permission must be granted by the Superintendent and approved by the School Board. 2. Fill out a Fundraiser Planning Sheet & Request Form and submit to the Activities Director at least three weeks in advance of the event. 3. Fill out a Fundraising Report and return to the Activities Director within two weeks of the completion of the Fundraiser. 4. No more than two fundraisers per activity will be allowed each school year, unless there is a special circumstance with prior approval from the Activities Director.
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- Cheerleading
 - Removed from all areas, except under Great River Conference portion.

<p><u>Cheerleader Advisor Duties/Responsibilities</u></p> <p>Experience: previous cheerleading advisor experience or participation in cheerleading in high school or college, or extreme interest in cheerleading.</p> <p>Education: we would like the advisor to meet the requirement of the MSHSL and the State Department of Education.</p> <ul style="list-style-type: none"> - To be conscientious about the duties and responsibilities of the job. - To confer with the coach and/or Athletic Director - concerning cheerleading rules, regulations and other matters. - To keep up to date on the new cheers and ideas for 	<p>Removed from handbook, cheerleading is no longer offered.</p>
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<ul style="list-style-type: none"> - cheerleading. - To see that proper care is taken of the uniforms and - cheerleading supplies and collect uniforms at end of season. - To be with the cheerleaders at all home and away games, - and practices. - To ensure that only proper cheers are used - To keep up to date on game rules and terms - To bear in mind the purposes of cheerleading and the effect it can have on our team and school. - To discipline cheerleaders when and if necessary. - To set a good example in every respect for the cheerleaders. - Help in organizing and running pepfests. 	
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- Removed 7 & 8th grade Rules heading
 - Changed to Activities Rules

7th & 8th Grade Rules	Activities Rules
<p>Success is measured by desire, confidence, a positive attitude, hard work, team spirit and a smile!!!!</p> <ol style="list-style-type: none"> 1. Students must be in attendance at school for half the day in order to practice or participate in an activity unless they have a blue pass pre-approved by Mr. Kuhnke. The participation fee must be turned into the Activities Secretary within 2 weeks of the start of season or you will no longer participate. Make checks payable to Braham High School: The fee is \$30.00 2. Practices and Games: <ol style="list-style-type: none"> a. Students are required to attend all practices and games unless they are absent from school. b. If students leave school early for any reason they must contact the Activities Director before leaving. c. Missed practices will limit playing time at games. d. Students serving ISS could have playing time limited. 	<p>Success is measured by desire, confidence, a positive attitude, hard work, team spirit and a smile!!!!</p> <ol style="list-style-type: none"> 1. Students must be in attendance at school for half the day in order to practice or participate in an activity unless they have an excused absence approved by the Activities Director. 2. Practices and games: <ol style="list-style-type: none"> a. Students are required to attend all practices and games unless they are absent from school. b. If students leave school early for any reason they must contact their coach/director before leaving. 3. Rules regarding alcohol, tobacco, drugs, religious and sexual harassment will apply according to the rules set by the Braham School district and the Minnesota State High School League. 4. Grading procedures and training hours will also apply according to the rules set up by the School district. 5. Only students in grades 7th -12th may participate. Students in K- 6th are not eligible to participate in interscholastic events. 6. Students are expected to follow bus rules on away

3. Rules regarding alcohol, tobacco, drugs, religious and sexual harassment will apply according to the rules set by the Braham School district and the Minnesota State High School League.
4. Grading procedures and training hours will also apply according to the rules set up by the School district.
5. Only students in grades 7th & 8th may participate. Students in K- 6th are not eligible to participate in interscholastic events.
6. Students are expected to follow **bus rules** on away games.
7. **ALL PLAYERS MUST RIDE THE PLAYER BUS TO THE GAME!**
 - a. If the parent s wishes to have their son/daughter ride home with them, they need to notify the Coach.
 - b. If a parent wishes to have their son/daughter ride home with other **PARENTS**, a permission note must be given to the coach **BEFORE** departure from the High School, and approved by the Activities Director.
8. Players must dress appropriately when traveling. We want to set a good example for our school.
9. The majority of practices will be held on Monday, Tuesday, Thursday and Friday from 3:10 -5:00 pm.
10. Players will dress in uniforms before leaving the high school when possible. Players will return to the high school after away games. Have your transportation here within ½ hour of return from event.
11. Assist your teammates to achieve their greatest potential. Do your part to add to the success of our team.

I have read and agree with the 7th & 8th grade _____ rules.

Activity

Player Signature: _____

Parent Signature: _____

games.

1. **ALL PLAYERS MUST RIDE THE PLAYER BUS TO THE GAME!**

- a. If the parent s wishes to have their son/daughter ride home with them, they need to notify the coach/director.
- b. If a parent wishes to have their son/daughter ride home with other **PARENTS**, a permission note must be given to the coach/director **BEFORE** departure from the High School, and approved by the coach/director.
 1. Students must dress appropriately when traveling. We want to set a good example for our school.
 1. Students need to have their transportation here at the time the bus returns from an event.
 2. Assist your teammates to achieve their greatest potential. Do your part to add to the success of our team.

- Acceleration
 - Removed advantages/disadvantage portion
 - Kept the Braham Acceleration Process

<p>ACCELERATION OVERVIEW</p> <p style="text-align: center;">Advantages of acceleration:</p> <ul style="list-style-type: none"> - Need to challenge athletes by playing with and against better competition. - The athlete could play a varsity schedule with a longer season. - The athlete could experience frustrations due to the disparity in skill level if they continue to play at present level. - More opportunities will exist for athletes from the team the player leaves. A non-starter now becomes a starter. - The competition for positions on the team they are moved to be increased, which improves intensity and skill development for everyone. - Athletes will be given an opportunity to advance their skill level in a team sport just as they can in an individual sport. <p style="text-align: center;">Disadvantages of Acceleration:</p> <ul style="list-style-type: none"> - Athletes of the team the athlete is moving to may feel they are being displaced. - Athletes/parents from both the team the athlete is leaving and the team they are going to could disagree with the promotion causing socialization issues for the accelerated athlete in school and community. - Athletes may feel they are not connected to any team. - The team the athletes leaves loses a role model and an extra teacher to help other players develop better skills. - The accelerated athlete may not realize that there will be greater expectations of them by coaches, parents, and fans. - Increased time commitment, transportation issues, etc. may negatively impact schoolwork and parent responsibilities. - Injury risk factor increased due to participation against bigger, faster, and stronger athletes. 	<p>BRAHAM ACCELERATION PROCESS</p> <p>It shall generally be the policy of Braham Area School not to accelerate students from middle school (grades 7-8) athletic programs to senior high (grades 11 -12) athletic programs.</p> <p>However, a middle school athlete may be so physically and emotionally mature, as well as athletically gifted, that consideration should be given to allowing that student to leave his/her team and compete at a higher level.</p> <p>Such a decision requires a thoughtful and critical look at the needs of the student and concern for his/her physical, mental, and emotional well being and what is/will be in the best interest of the student's total development.</p> <p>Also, a thoughtful and critical look at the effect on the middle school and senior high programs must be considered. However, the total welfare of the student must be the focus of all recommendations and decisions.</p> <p>PROCEDURE FOR ACCELERATION:</p> <ul style="list-style-type: none"> - The head varsity coach will notify the Activities Director and contact the player and parents to discuss the proposed move and will make the final decision. - This process will not affect students participating in individual sports such as Cross Country, Track and Wrestling. Athletes may participate on varsity and junior high as these sports consider grades 7-12 as one team. Coaches are advised to follow MSHSL rules for individual participation limitations.
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<p>Your son/daughter has excellent skills and potential. We believe he/she has the social and mental capabilities to be accelerated. However, this does not guarantee him/her a starting position on a team later in his/her career. Physical growth, maturity, work ethic, and other players' development can impact future opportunities.</p> <p>.....</p> <p>.....</p> <p>Please sign this form verifying the Activities Director has reviewed the above items with you and your child and you agree to the acceleration.</p>	
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11. Review High School Principal's report.

**School Board Report
June 2016
Matthew Lattimore, Principal**

Graduation

Graduation for the class of 2016 went very well! Thank you to Allison, Mike and Steve for taking part in the ceremony. I know that this class had much success while here at Braham and I am confident that will continue for them after school.

Hiring

We have one more position to fill and that is the art teacher for the next school year.

Handbook Review

Student handbook was reviewed and updated with the needed changes. A one page summary was submitted for your review. High School staff handbook was also reviewed and was combined with the elementary staff handbook, so we have one staff handbook districtwide.

Planning for 16-17

We have started planning for the changes for next school year. The schedule has been finalized and students have been enrolled into their classes. We are trying to keep class sizes as low as possible with the options that we have. Study lounge has been established and expectations have been set. Staff will sign up for their dates at the fall inservice days. Still working out some issues with the budget reduction changes, but will have time over the summer to make them all work.

Staff Summatives

Staff summative evaluations have been completed. We will make some changes to the observations for next year based on the World's Best Workforce plan.

Student of the Month

The students of the month are chosen by staff members based on contributions that students are making to our school to make it a better place. Some of the criteria for nominations is as follows; grades 7-12, academic excellence, display leadership, display BOMBER PRIDE, helping others and a significant improvement in any area. The May students of the month are:

Grade 7: Shane Lund, Grade 8: Logan Lynch, Grade 9: Jeremy Brown, Grade 12: Sydnee Bartel, Sam Foote, Mark Gusk, Kaylynn Johnson, Stephanie Kurvers, RaeAnne Leaf, Gary Pautsch.

12. Consider changes for 2016-2017 High School Student Handbook

Student Handbook Changes for 2016-17

Throughout:

Name changes are made for changes in staff

Dates corresponding to the school calendar have also been updated

P.6 STUDENT HANDBOOKS

Change: Staff will highlight changes to the handbook and key areas during advisory.

P.7 SECURITY STAFF

Deleted paragraph.

P.10 ACADEMICS

Deleted: Beginning with the graduation class of 2016, students must complete one of the following assessments to successfully meet MN Dept of Ed requirements; ACT, ASVAB, WorksKeys or Compass exam.

Deleted: All students will continue to take the ACT EXPLORE (8th Grade) and ACT PLAN (10th Grade) as the MN Dept of Ed requirements continue to change:

Changed: All 9th grade students will take a career exploration by the end of their 9th grade year and create an individual learning plan for graduation and post-secondary options.

P.11 GRADUATION COMMENCEMENT CEREMONY REQUIREMENTS

Deleted: Beginning with the graduation class of 2016, students must complete one of the following assessments to successfully meet MN Dept of Ed requirements; ACT, ASVAB, WorksKeys or Compass exam, to receive a diploma and participate in graduation ceremonies.

P.12 COLLEGE CREDIT CLASSES OFFERED AT BRAHAM AREA HIGH SCHOOL

Added: ECMECC East Central Learning Academy

Juniors/Seniors who are eligible for the program and interested in obtaining the MN Transfer Curriculum block and/or complete an AA or certificate program on their own high school campuses will have the ability to do so through ECMECC starting in 2016-17. Students will take up to 40 college credits through concurrent enrollment and will need to meet 10 different goal areas in order to earn the degree. The classes will be disseminated to students via ITV technology. Students will need to meet the Post-Secondary requirements to enroll into the classes.

P. 13 PARENT-TEACHER CONFERENCES

Changed: The spring conferences will no longer be scheduled for grades 7-12. However, parents are encouraged to contact their child's teachers at anytime to discuss their grades and any concerns.

P.14 ACADEMICS AWARDS NIGHT

Deleted: Also honored will be students who achieve all A's (A+, A, A-) through first 3 quarters of school, weighting of grades is not considered when determining eligibility for this award.

P.14 ATTENDANCE AND TRUANCY POLICY

Added: A complete listing of the Attendance Policy #503 is on page 40 of this handbook.

P. 17 TARDINESS

Added: Consequences will include the deduction of grade for the class, per School District Attendance Policy #503.

P. 20 CHROMEBOOKS

Added: Braham Area High School is committed to moving students and staff forward in a 21st century learning environment. As part of this plan, BAHS will be giving Chromebooks to all students in grades 7th – 12th. If students so choose to they can bring in their own device such as (laptops, Chromebooks, tablets, etc.) to use during the learning day. With classroom teacher approval, students may use their own devices with the Chromebooks in the classroom to access and save information from the Internet, communicate and collaborate with other learners, and use the productivity tools loaded on their devices.

If a student elects one of the school district Chromebooks, there is \$30 PER YEAR District Insurance if they want to take the Chromebook out of the school. Parents may purchase insurance through the District. District insurance will protect Chromebooks or a similar electronic device against theft or accidental damage due to an act of nature (i.e.: fire, flood, water, etc.). The District will require that a police report be submitted in cases of theft. Fraudulent reporting of theft will be turned over to the police for prosecution. A student making a false report will also be subject to disciplinary action as outlined by the school discipline code. **This insurance policy does not cover loss of the Chromebook and/or its accessories, cosmetic damage, or damages caused by intentional misuse and abuse.** The District will assess parents the cost for repair and/or replacement if the damage is determined not to be accidental, if the device is lost or if the damage or loss is otherwise not within the protection

P.21 STUDENT OBLIGATIONS

Added: Chromebooks to the following sentence; This includes *chromebooks*, textbooks, media center materials, locks, etc.

P.25 THEFT/VANDALISM

Added: Vandalism to this paragraph.

P.32 BAHS PARKING LOT REGULATIONS AND CONTRACT

Changed: Parking permits will be \$30 per semester or \$50 for the year.

P.35 CO-CURRICULAR FEES

Updated: Fees to all current levels.

P.40 SCHOOL DISTRICT POLICIES

Added: Student Attendance Policy #503

13. Review District Assessment Coordinator's report. - **No report this month.**
-

14. Superintendent's report.

1. Isanti County Children's Collaborative meeting update (May 19):
 - a. The Isanti County Children's Collaborative is contributing \$22,500 to provide chemical dependency related counseling services for the district. The district is actively seeking to contract for these services.
2. Building and Grounds Committee update (May 19):
 - a. Reviewed the ten year plan. Projects for the summer of 2016 include:
 - i. Regular/routine maintenance - inspections, security systems, lighting
 - ii. Paint exterior wall of art room
 - iii. Replace ten roof exhaust fans
 - iv. Replace shower fixtures in JH boys locker room
 - v. Repair east gym roof and paint east gym
 - vi. Add garage door to east side of concession stand
 - b. Roof sections F1 and F2 of the high school building will need replacing during the summers of 2017 and 2018. Total cost will be near \$500,000.
3. Isanti County Corrections Advisory Board update (June 1):
 - Lynda Woulfe spoke regarding potential collaboration with ICICLE. There are numerous challenges facing the county and all agreed working together is the best approach. A small committee will discuss prioritizing programming with feedback given at the Sept. 7th meeting.
4. Grandy Lions update (June 6):
 - The Lions voted to approve several grant requests including \$5,000 to update the Grandy Ballfield and \$5,000 to update the Grandy Community Center.
5. Braham Chamber update (June 7):
 - Update on 'Welcome to Braham' sign (place near highway 65) - continue fundraising
 - A medallion hunt (for children) will be added to the Pie Day festivities
 - Appreciation Day was discussed. There was positive feedback and discussion on reducing 'down time' for 2017 (parade later, dance earlier). **Congratulations to Mr. Braham - Tony Cuda:)**
 - Farmer's Market is held every Thursday from 3:00 - 6:00 p.m.
 - Next meeting will be August 2.
6. RRSEC Executive Council update (June 8):
 - Approved personnel actions
 - Revised procedures for Independent Educational Evaluation requests to ensure all districts are in compliance
 - Reviewed summer training opportunities
 - Requests to open contract negotiations with licensed administrators and the director were received. Administrators (includes Monica Carson who serves our district) have been without a contract since July 1. Both groups will look for two year packages.

- Discussion was held on the status of the RRN (Rum River North) building. Because the legislature did not pass a bonding bill and C-I is completing a cost analysis on whether or not to remain in the cooperative, it was decided to table further discussion until the September meeting.
 - Property/casualty, liability, vehicle, and worker's compensation rates rose by less than \$200 for the 2016-2017 school year.
7. Property/casualty, liability, vehicle, and worker's compensation rates for the Braham Area School District will decrease slightly for the 2016-2017 school year.
8. SEE Regional meeting update (June 13):
- a. Reviewed legislative session results
 - i. Small increase in funding due to changes in equity formula
 - ii. Increase in funding for voluntary kindergarten - lottery process
 - iii. Multiple, one-time, small grants meeting a variety of needs
 - iv. Several additional reporting requirements impacting WBWF, assessments, discipline, surveys, IEP's, etc.
9. Facilities Project: *Check out the school website and FaceBook page for the latest photo's etc.*
- Changes:
 - An 18" gate allowing 24/7 access to the track complex has been added
 - A quick coupler has been added on the football complex allowing access to water for cleaning bleachers, etc.
 - Areas outside of playing fields/kept areas will be planted in a low grow mix
 - Approved approximately \$1,100 to finish the west wall in the multipurpose gym.
 - Exterior Project update:
 - Concrete work is finished
 - Work on fencing continues
 - Bleachers are complete EXCEPT for press box installation
 - Final layer (track) to be installed in mid July - followed by striping.
 - Irrigation complete
 - Seeding is nearly complete
 - The irrigation control unit near the site of the greenhouse will be covered in a metal hood and locked. Peterson will blow out the irrigation units this fall and will start them up in the spring at no additional cost.
 - Interior Project update:
 - Work continues to progress in CTE 'new' woods room and multipurpose gym.
 - C100 work (lights and sound) is in progress
 - Bleachers have been removed in high school east gym as have old partitions in elementary bathrooms. Work will resume in east gym in July
 - Front arches have been removed. Installation of canopies in progress.
10. Ongoing items:
- a. The Staff Development committee will expand by at least two members in 2016-2017. This allows for community members and other non-licensed staff to contribute. The committee is actively seeking a community member (a request will be in the July edition of the Braham Journal in addition to promotion on the KBK Supt. radio show on June 21). Planning for 2016-2017 is basically complete.

- b. The policy committee met June 13 and reviewed several policies. Every district policy has now been reviewed in the past 7 months. Moving forward, policies will be reviewed once every three years (except for a small group which must be reviewed annually). This is best practice as defined by the Minnesota School Boards Association.
- c. The budget advisory committee met on June 13 and continues to closely monitor enrollment trends and the overall financial picture of the district.
- d. Work continues in all departments on fulfilling goals outlined in the district's World's Best Workforce plan.

15. Acknowledge Braham "HONORS" Recipients.

5/12/2016	Jane Goodson, Chuck Fredrick	Braham Area School District #314 would like to thank you for chaperoning the two overnight trips to Detroit, Michigan and Brainerd, MN for the Supermileage team competition. Your willingness to give of your time made it possible for our students to be a part of a "once in a lifetime" opportunity to compete at both local and national levels. We sincerely thank you!
5/13/2016	Ursula Scheele, Matt Lattimore, Shawn Kuhnke, Julie Johnson, Teresa Person	Braham Area School District #314 would like to thank you for your extra efforts in planning the 2016 Academic, Athletics, and Arts Awards program. Your work in recognizing our students often increases motivation and helps build a strong school/community partnership - known to be a key component of a successfully operated school district. We appreciate your work!
5/16/2016	Lance Johnson	Braham Area School District #314 is pleased to work with such a terrific construction job superintendent. You have kept us informed, asked great questions and treated our students and staff as important to you. Thank you for all the work you've done so far and the work that remains on Braham's interior construction project. It has been a pleasure to work with you!
5/16/2016	Sarah Anderson, Miranda Auger, Mary Berry, Tammy Bierl, Mary Kay Bodeen, Joan Burke, Wayne Chase, Lorna Christenson, Miranda Christenson, Ellen Cunningham, Mary Dillner, Pamela Eklund, Therese Fealy, Geneva Fix, Kimberly Funes, Shirley Geib, Katherine Genereau, Penny Hagfors, Lisa Hill, Randy Janssen, Karen Knowles, Jasmine Landherr, Amy Lawson, Jeanette Lener, Stephanie Lenz-Olson, Angela Londgren, Bonnie Lundin, Micah Malamisuro, Joni Mankie, Alyssa Mattson, Kari Murrell, Kristine Nielsen, Kathleen Olson, Peggy Paulson, Carol	Braham Area Schools would like to recognize you for your willingness to offer your services as a substitute in our district. We understand you have other opportunities and we are truly grateful you choose Braham!

	Peterson, Janae Peterson, Kim Pierson, Bernie Pohl, Valerie Prax, Joseph Rajkowski, Laura Roche, Kay Rodrigue, Mary Sarault, Andrew Shaw, Mary Soderstrom, Jennifer Stull, Mike Thompson, Sarah Tilkens-Rogstad, Nancy VanderHeyden, Robert Vaughan, Kevin Wojahn	
5/18/2016	Alexis Fix, Chelsey Swanson, Shelby Miles, Montana Wagner, Jazz Band, Cody Bourke-Anderson, Marquee Mattson, Sam Foote, Jorgen Mankie, John Ellingson, Matt Yerke	Braham Area School District #314 would like to recognize you for your achievements in the State/Section MSHSL Solo/Ensemble Contest at Hinckley-Finlayson HS. The clarinet quartet of Alexis Fix, Chelsey Swanson, Shelby Miles, and Montana Wager received an Excellent rating from their performance. The Jazz Band received a Superior rating for their performance. Cody Bourke-Anderson received a Superior rating for his snare drum solo. The Percussion Ensemble of Marquee Mattson, Sam Foote, Jorgen Mankie, John Ellingson, Cody Bourke-Anderson, and Matt Yerke received a Superior Rating. Cody Bourke-Anderson received a Superior rating for his timpani solo. All of your hard work has paid off. Congratulations!
5/18/2016	Britne Engelking	Braham Area School District #314 would like to thank you for all your work organizing the LeeErin Hill Strike Back Benefit. The encouragement that was no doubt felt by LeeErin through the support of students, staff and community is immeasurable. The team spirit of Braham lives on! Way to go!
5/18/2016	Sue Pearson, Cassie Tomczak	Braham Area School District #314 would like to recognize you for your leadership and planning regarding the 2016 elementary track and field days. We recognize the extra efforts this type of instruction takes, the benefits it provides to our students, and the positive connections it builds with our community. We offer our sincere thanks!
5/31/2016	Lori Lemieux	Braham Area School District #314 would like to recognize you for your leadership and planning regarding the 2016 state project open house. We recognize the extra efforts this type of instruction takes, the benefits it provides to our students, and the positive connections it builds with our community.
6/1/2016	Jeremy Brown, Sam Foote, Gary Pautsch, Nick Waukazo, Katelyn Robelia, Christian Patterson, Nick Nelson, Michael McAdams, Nate Johnson, Maria Hamlin, Bryce Bodell, Alex Berneking, Chase Anderson	Braham Area School District #314 would like to recognize you for your hard work in cleaning up out front of the high school building before graduation. Your gardening skills and efforts are greatly appreciated! Thank you for all your help!
6/1/2016	Allison Anderson, Emma Downing, Jenna Bostrom, Amelia Laman, Lauren Kreyer, Tessa Burmaster, Hunter Richmond, Alex Kurvers, Kyle Johnson, Matt Yerke, Alec Downing,	Braham Area School District #314 congratulates you for your exemplary behavior during your recent Section 7A golf tournament in Virginia, MN. The driver that transported you stated, "Braham High School and your entire community can be very proud of the student-athletes representing your school

	Kevin Laman, Tiffany Flogel	district. They were as well-behaved & respectful a group of students as I have worked with for a long time." Thank you for representing Braham Schools in such an amazing fashion!
6/2/2016	Allison Anderson	Braham Area School District #314 would like to congratulate you on your accomplishment in qualifying for the Girls Golf State Tournament. Your hard work and dedication has paid off greatly! Congratulations Allison!
6/2/2016	Eric Eskuri, John Larson, Ryan Riesing, Solomon Overton and Grant Wilsey	Braham Area School District #314 would like to congratulate you on your accomplishment in qualifying for the Boys Track and Field State Tournament. Your hard work and dedication has paid off greatly! Congratulations!
6/3/2016	Tiffany Flogel and the golf team.	A message that was sent on behalf of our golf team. "I had the privilege of driving your golf teams from our hotel to the Section 7A golf tournament in Virginia over the past two days. I am writing to tell you that Braham High School and your entire community can be very proud of the student-athletes representing your school district. They were as well-behaved & respectful a group of students as I have worked with for a long time. Truly, a fine group of kids. Kudos to your coaching staff & your entire faculty & community. Judging by the kids I just had the pleasure of meeting - you are producing quality products at Braham High School. Nice work! Go Bombers!"- Gary Friedlieb
6/6/2016	Jennifer Lundin, Tony Cuda, Staci and Shawn Kuhnke, Jeff Eklund, April White, Jan Strohkirch, Julie Johnson, Lori Auers, Tammi Johnson, Kristi Lee, Dave and Katie Blomdahl, Becky Hesselroth, Karen Leniz, Audra and John Carter, Ashley McMurray, Bryan Johnson	Braham Area School District #314 would like to recognize you for your volunteer service regarding Braham Appreciation Days held on June 4, 2016. This was a great opportunity to promote our district and share good news with our community. Thanks!
6/6/2016	Dustin Hoeper, Jeff Campbell	Braham Area School District #314 would like to recognize you for your volunteer service at graduation held on June 3, 2016. We appreciate your willingness to lend a hand and help make this a memorable experience for our senior class.

16. School Board members' reports/updates.

17. Consider Resolutions Discontinuing and Reducing Educational Programs and Positions.

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION DISCONTINUING AND REDUCING

EDUCATIONAL PROGRAMS AND POSITIONS

WHEREAS, the School Board of Independent School District No. 314 adopted a resolution on January 25, 2016, directing the administration to make recommendations for reductions in programs and positions, and

WHEREAS, said recommendations have been received and considered by the school board, BE IT RESOLVED, by the School Board of Independent School District No. 314, as follows: That the following programs and positions, or portions thereof, be reduced:

- 1. Kindergarten Teacher 1.0 FTE

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon the following voted in favor thereof:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

- 18. Consider Resolution for Nonrenewal of Probationary Teacher, Candice Lund.

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION RELATING TO THE TERMINATION
AND NONRENEWAL OF THE TEACHING CONTRACT OF
_____Candice Lund_____,
A PROBATIONARY TEACHER.**

WHEREAS, Candice Lund is a probationary teacher in Independent School District No. 314.

BE IT RESOLVED, by the School Board of Independent School District No. **314**, that pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contract of Candice Lund, a probationary teacher in Independent School District No **314**, is hereby terminated at the close of the current **2015 - 2016** school year.

BE IT FURTHER RESOLVED that written notice be sent to said teacher regarding termination and nonrenewal of his/her contract as provided by law, and that said notice shall be in substantially the following form:

**NOTICE OF TERMINATION
AND NON-RENEWAL**

Ms. Candice Lund
B.A.E.S.
Braham, MN 55006

Dear Ms. Lund:

You are hereby notified that at a Regular meeting of the School Board of Independent School District No. **314** held on June 20, 2016, a resolution was adopted by a majority roll

call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the **2016 - 2017** school year. Said action of the board is taken pursuant to M.S. 122A.40, Subd. 5.

You may officially request that the school board give its reasons for the non-renewal of your teaching contract. For your information, however, this action is taken due to the financial condition of the school district.

Yours very truly,

SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. **314**

Allison Londgren, Clerk of the School Board

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.

_____, _____, _____

19. Consider ratification of Braham Administration Association contract for 2016-2018.

The contract for the Braham Administration Association is in the signature file for review, if desired. It is recommended that the full board act to ratify this contract agreement.

_____, _____, _____

20. Consider approval of the employment of School Board Member.

Mike Thompson has been employed as an on-call substitute teacher and test monitor in ISD #314 since April 2009. Based on M.S. 123B.195, a School Board member may continue to be employed by the School District if there is a reasonable expectation that the amount to be earned under that employment relationship will not exceed \$8,000.00 in that fiscal year. Your action to approve Mike Thompson's continuation as a substitute teacher/test monitor for the 2016-2017 school year, within the statute of limitations, is recommended.

_____, _____, _____

21. Consider approval of contracted services with Xplode Sports Training

Strength Training and Weightlifting needs are being met by Xplode Sports Training out of North Branch. They will provide 84 hours of coaching services from June 6 to July 29th, 2016. The contract is in the signature file for review, if desired.

_____, _____, _____

22. Consider approval of Isanti County Election Equipment Plan.

Consider approval of the Isanti County Election Equipment Plan as required by MN statute §206.58 Authorization for Use Subd. 4. Counties. This MN Statute require municipalities, including school districts, to approve the use of an electronic voting system as follows: “The governing body of a county may provide for the use of an electronic voting system in one or more precincts of the county at all elections. The governing body of the municipality shall give approval before an electronic voting system may be adopted or used in the municipality under the authority of this section. No system may be adopted or used unless it has been approved by the secretary of state pursuant to section 206.57. Braham Schools do not have an election fall 2016, but this approval certification needs to be returned by July 1, 2016. A copy of the plan with the changes highlighted is in the school board emailed information. The Certification form is in the signature file.

23. Consider Proposed Final FY17 Budget.

The FY17 budget is being presented for consideration for adoption.

BRAHAM ISD# 314; FY17 PROPOSED BUDGET			
FUND		REVENUE	EXPENDITURES
GENERAL FUND:			
General -01		\$7,054,431	\$6,595,499
Transportation -03		486,024	535,993
Capital -05		335,040	335,040
Capital Reserve -05		0	20,150
Activities -10		52,400	400,699
TOTAL GENERAL FUND:		\$7,927,895	\$7,887,381
FOOD SERVICE -02		\$440,702	\$472,186
COMMUNITY ED -04		\$278,161	\$271,768
BUILDING CONSTRUCTION -06		\$0	\$1,786,728
DEBT REDEMPTION -07		\$838,876	\$921,768
TRUST (Scholarships) -08		\$23,000	\$25,000
POST-EMPLOY IRREVOCABLE TRUST- 45		\$5,000	\$165,541
OPEB DEBT SERVICE -47		\$149,880	\$149,845
TOTAL FY17 PROPOSED BUDGET		\$9,663,514	\$11,680,217

24. Consider membership to Central MN Resource Training & Solutions for 2016-2017.

The Central MN Resource Training & Solutions provides services and programs in a variety of areas including staff development, gifted, curriculum, special education, educational effectiveness, grant assistance, the medical/Health Insurance Pool, etc. The board is asked to approve renewal of the membership for the 2016-2017 school year.

25. Consider **THIRD** reading of MSBA and district Policies for adoption.

The following policies are being submitted for their THIRD reading and adoption: #503 - Student Attendance; #613 - Graduation Requirements; #617 - Preparatory and High School Standards; #618 - Assessment of Standard Achievement; #619 - Staff Development of Standards; #707 - Transportation of Public School Students; #708 - Transportation of Nonpublic Students; #701 - Establishment/Adoption of School District Budget; #701.1 - Modification of School District Budget; and #714 - Establishment, Implementation and Revision of School District budget and fund balances.

Adopted:
Orig. 1995
Revised:

MSBA/MASA Model Policy 503
Rev. 2013

#503 STUDENT ATTENDANCE

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

b. In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. § 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

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

a. The following are examples of absences which will not be excused **except if noted differently in the student handbook:**

- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
- (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- (3) Work at home.
- (4) Work at a business, except under a school-sponsored work release program.
- (5) Absences resulting from cumulated unexcused tardies **3** tardies equal one

- unexcused absence).
- (6) Any other absence not included under the attendance procedures set out in this policy.

[Note: State law provides that a school board may include other exemptions in the school district's attendance policy. See Minn. Stat. § 120A.22, Subd. 12. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]

c. Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- (2) Work missed because of absence must be made up within **3** days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

- a. The following are examples of absences which will not be excused **except if noted differently in the student handbook:**
 - (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
 - (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
 - (3) Work at home.
 - (4) Work at a business, except under a school-sponsored work release program.
 - ~~(5) Vacations with family. (see student handbook)~~
 - ~~(6) Personal trips to schools or colleges. (see student handbook)~~
 - ~~(7) Absences resulting from cumulated unexcused tardies **3** tardies equal one unexcused absence).~~
 - ~~(8) Any other absence not included under the attendance procedures set out in this policy.~~
- b. Consequences of Unexcused Absences
 - (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.
 - (2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
 - (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.
 - (4) Students with unexcused absences shall be subject to discipline in the following manner:

- (a) From the first through the 3rd cumulated unexcused absence in a [quarter or semester] the student will not be allowed to make up work missed due to such absence.
- (b) After the 3rd cumulated unexcused absence in a [quarter or semester], a student's parent or guardian will be notified by certified mail that his or her child is nearing a total of 3rd unexcused absences and that, after the 7th unexcused absence, the student's grade shall be reduced by one increment for each unexcused absence thereafter.
- (c) After such notification, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.
- (d) After 7th cumulative unexcused absences in a [quarter or semester] the teacher will reduce the student's letter grade by one increment for each unexcused absence thereafter (i.e. A to A-). However, prior to reducing the student's grade, an administrative conference must be held among the principal, student, and parent.
- (e) After 7th cumulated unexcused absences in a [quarter or semester], the administration may impose the loss of academic credit in the class or classes from which the student has been absent. However, prior to loss of credit, an administrative conference must be held among the principal, student, and parent.
- (f) If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
2. Procedures for Reporting Tardiness
 - a. Students tardy at the start of school must report to the school office for an admission slip.
 - b. Tardiness between periods will be handled by the teacher.
3. Excused Tardiness

Valid excuses for tardiness are:

- a. Illness.
- b. Serious illness in the student's immediate family.
- c. A death or funeral in the student's immediate family or of a close friend or relative.
- d. Medical, dental, orthodontic, or mental health treatment.
- e. Court appearances occasioned by family or personal action.
- f. Physical emergency conditions such as fire, flood, storm, etc.

g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

b. Consequences of tardiness may include detention after **3** unexcused tardies. In addition **3** unexcused tardies are equivalent to one unexcused absence.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.

2. School-initiated absences will be accepted and participation permitted.

3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.

4. If a student is suspended from any class, he or she may not participate in any activity or program that day.

5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. DISSEMINATION OF POLICY

Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

IV. REQUIRED REPORTING

A. Continuing Truant

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or
2. Three or more class periods on three days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;

2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

[Note: Where services and procedures under Minn. Stat. Ch. 260A are available within the school district, the following provisions should also be included in the policy.]

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.
2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

Legal References: Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)P
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.30 (Attendance Officers)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565, 95 S.Ct. 729 (1975)
Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)

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

Adopted: MSBA/MASA Model Policy 613
Orig. 1997
Revised: Rev. 2014

613 GRADUATION REQUIREMENTS

[Note: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. “Academic standard” means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- B. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- C. “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- D. “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services.

E. “English language learners” or “ELL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

F. “GRAD” means the graduation-required assessment for diploma that measures the reading, writing, and mathematics proficiency of high school students.

IV. TEST ADMINISTRATOR

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

V. GRADUATION ASSESSMENT REQUIREMENTS

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

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

a. for reading and mathematics:

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

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

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

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

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

~~b. for writing:~~

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

~~e.~~**b.** Students enrolled in grade 8 in any school year from the 2005-2006 school year to the 2009-2010 school year who do not pass the mathematics GRAD under V.A.1., above, are eligible to receive a high school diploma if they:

- i. complete with a passing score or grade all state and local coursework and credits required for graduation by the school board granting the students their diploma;
- ii. participate in district-prescribed academic remediation in mathematics; and
- iii. fully participate in at least two retests of the mathematics GRAD test or until they pass the mathematics GRAD test, whichever comes first.

- 2. the WorkKeys job skills assessment;
- 3. the Compass college placement test;
- 4. the ACT assessment for college admission;
- 5. the armed services vocational aptitude test; or
- 6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.

B. Students enrolled in grade 8 in the 2010-2011 or earlier school year are eligible to be assessed under:

- 1. the GRAD in reading **or** mathematics, ~~or writing~~ under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) (2012) as follows:
 - a. for reading and mathematics:
 - i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota Comprehensive Assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;

- ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;
- iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;
- iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or
- v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and

~~b. for writing:~~

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

- 2. the WorkKeys job skills assessment;
- 3. the Compass college placement test;
- 4. the ACT assessment for college admission;
- 5. the armed services vocational aptitude test; or
- 6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.

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

- 1. demonstrate understanding of required academic standards on a nationally normed college entrance exam;

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

a. monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and

b. based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and

3. consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

4. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

5. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.

6. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college must be actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

D. Students enrolled in grade 8 through the 2011-2012 school year who have not yet demonstrated proficiency on the Minnesota Comprehensive Assessments, the GRAD, or the basic skills testing requirements prior to high school graduation may satisfy state high school graduation requirements for assessments in reading **and** mathematics, ~~and writing~~ by taking:

1. ~~the Grade 11 ACT Plus Writing (college entrance exam) during statewide administration in reading, writing, and mathematics.~~
2. ~~If students are unable to participate in the Grade 11 ACT Plus Writing in 2014-2015, they can meet graduation assessment requirements through any combination of the following:~~
 - a. ~~for reading and mathematics:~~
 - i. ~~obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota Comprehensive Assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;~~
 - ii. ~~achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;~~
 - iii. ~~achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;~~
 - iv. ~~obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or~~
 - v. ~~achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and~~
 - b. ~~for writing:~~
 - i. ~~achieving a passing score on the GRAD;~~
 - ii. ~~achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;~~
 - iii. ~~achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or~~
 - iv. ~~achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.~~

3. the WorkKeys job skills assessment;
4. the Compass college placement test;
5. the armed services vocational aptitude test; or
6. the ACT assessment for college admission.

VI. GRADUATION CREDIT REQUIREMENTS

A. Students beginning 9th grade in the 2011-2012 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

1. Four credits of language arts;
2. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
3. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
4. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
5. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
6. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
7. A minimum of seven elective credits.
8. Credit equivalencies
 - a. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under VI.A.5., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - b. An agriculture science or career and technical education credit may fulfill the credit in chemistry or physics or the elective science credit required under VI.A.4., above, if the credit meets the state chemistry or physics or district biology academic standards or a combination of these academic standards as approved by the district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under VI.A.4., above.

- c. A career and technical education credit may fulfill a mathematics or arts credit requirement under VI.A.2. or VI.A.6., above.

VII. GRADUATION STANDARDS REQUIREMENTS

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

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

B. Academic standards in health, world languages, and vocational and technical education will be reviewed on an annual basis.*

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

C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, Language Arts K-12;
2. Minnesota Academic Standards, Mathematics K-12;
3. Minnesota Academic Standards, Science K-12;
4. Minnesota Academic Standards, Social Studies K-12; and
5. Minnesota Academic Standards, Physical Education K-12.

D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.

E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

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

A. All course or standards and credit requirements must be met;

B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and

C. The principal’s decision shall be in writing and may be subject to review by the superintendent and school board.

- Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS) Program)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

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

Adopted: MSBA/MASA Model Policy 618
Orig. 1998
Revised: Rev. 2014

618 ASSESSMENT OF STUDENT ACHIEVEMENT

[Note: With the repeal of the Profile of Learning, school districts no longer are required to assess student achievement in accordance with Section V. of this policy. School districts which retain any portion of the Profile of Learning graduation requirements, however, may choose to retain all or a portion of Section V. of this policy and may implement and manage the Profile of Learning content standards in whatever manner they deem appropriate.]

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to be used to determine how well students have achieved the Graduation Standards.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete the Graduation Standards. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of the Graduation Standards.

III. DEFINITIONS

- A. "Above-grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- B. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- C. "Below-grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- D. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- E. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- F. "Computer-adaptive assessments" means fully adaptive assessments.
- G. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- H. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.
- I. ~~"Exemplar" means an actual example of student work on a performance assessment determined to represent student performance that earns a score of "3" or "4" in accordance with the rubric as defined in item "F."~~ ***[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete this definition.]***

~~J- I.~~ “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level. **[Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]**

~~K- J.~~ “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.

~~L.~~ “Performance assessment” means ~~any assessment method that will measure demonstrated student performance of the specifications of a content standard.~~ **[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete this definition.]**

~~M.~~ “Profile of Learning” refers to the ~~graduation content standards previously required by state law which the school district has retained as part of its locally established graduation requirements.~~ **[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete this definition.]**

~~N- K.~~ “Required standard” means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

~~O- L.~~ “Rubric” means the criteria set by the Commissioner of the Minnesota Department of Education (MDE) that must be used by a district to score student work that meets the specifications of a content standard.

~~P.~~ “Specifications” means ~~what a student must know and be able to do to complete a Profile of Learning content standard.~~ **[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete this definition.]**

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

~~A.~~ The ~~[school board/superintendent/director of instruction]~~ shall establish criteria by which student performance of the Profile of Learning or other locally adopted Graduation Standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy. **[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete the reference to the Profile of Learning.]**

~~B- A.~~ The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which program Graduation Standards will be assessed.

~~C- B.~~ Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of the Profile of Learning Graduation Standards at all levels and/or transition to assessments under the Minnesota Academic Standards. **[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete the reference to the Profile of Learning.]**

V. STANDARDS FOR PERFORMANCE ASSESSMENTS

A. Performance assessments are expected to provide opportunities for students to demonstrate their achievement of the Profile of Learning Graduation Standards. ~~[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete the reference to the Profile of Learning.]~~

Scoring criteria for performance assessment include:

1. ~~A score of "4," that signifies student work that meets or exceeds the rubric for the score of "4";~~
2. ~~A score of "3," that signifies student work that meets the rubric for the score of "3";~~
3. ~~A score of "2," that signifies student work that meets the rubric for the score of "2";~~
4. ~~A score of "1," that signifies student work that meets the rubric for the score of "1";~~
5. ~~A score of "0," that signifies incomplete work on the specifications of a content standard;~~
6. ~~Incomplete student work receiving a score of "0" does not complete a content standard.~~
7. ~~When a student, under provisions of an individualized education program (IEP) or Section 504 accommodation plan, completes the specifications of a modified content standard as determined in the student's plan, the school district shall record the score as "pass individual";~~
8. ~~When a student's IEP or Section 504 accommodation plan exempts the student from a content standard, the school district shall record "exempt" for that content standard;~~
9. ~~When an LEP student, under the provisions of an LEP individual graduation plan completes the specifications of a modified content standard, the school district shall record the score as "pass LEP"; and~~
10. ~~When an LEP student, under the provisions of an individual graduation plan, completes all specifications of a content standard solely in a language other than English, except for work in learning area ten, the school district shall record the score as "pass LEP."~~

B. ~~The school district may use one or more assessment methods to measure student performance on one or more content standards.~~

C. ~~The grade level of a student shall not prohibit a student from receiving the highest state exemplar score upon completion of a content standard. A student may receive a score of "0" that signifies incomplete student work on a standard. The assessment of the content standard must be included as part of the student's grade for a subject or course.~~

D. ~~The school district will convene an annual meeting of selected teachers and administrators to review performance assessments used to measure student performance. Recommendations and comments regarding the procedures for assessment of student achievement will be submitted to the District Curriculum Coordinator for review.~~

VI. V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by MDE, the state-constructed tests to all students in grades 3 through 8 and at the high school level as follows:
 - a. annual reading and mathematics assessments in grades 3 through 7;
 - b. state-developed grade 8 and high school reading and mathematics tests aligned with state academic standards; and
 - c. annual science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

C. Rigorous Course of Study Waiver

1. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
 - a. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or postsecondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 - b. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program if the student were required to achieve the academic standard to be waived; and
 - c. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program.
2. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
3. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

~~VII.~~ VI. CAREER EXPLORATION ASSESSMENT

- A. Commencing with the 2014-2015 school year, student assessments, in alignment with state academic standards, shall include career and college readiness benchmarks. Mathematics **and** reading, ~~and writing~~ assessments for students in grades 8 and 10 must be predictive of a nationally normed assessment for career and college readiness. This nationally recognized assessment must be a college entrance exam and given to students in grade 11. This series of assessments must include a college placement diagnostic exam and contain career exploration elements. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of

career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

C. Students in grade 10 or 11 not yet academically ready for a career or college based on their growth in academic achievement between grades 8 and 10 must take the college placement diagnostic exam before taking the college entrance exam under Section VII.D. Students, their families, the school, and the district can then use the results of the college placement diagnostic exam for targeted instruction, intervention, or remediation and improve students' knowledge and skills in core subjects sufficient for a student to graduate and have a reasonable chance to succeed in a career or college without remediation.

D. All students, except those eligible for alternative assessments, must be given the college entrance part of these assessments in grade 11. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

E. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

F. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
20 U.S.C. § 6301, et seq. (No Child Left Behind Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 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)

Adopted: MSBA/MASA Model Policy 619

Orig. 1998

Revised: Rev. 2014

#619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff’s ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of the ~~No Child Left Behind Act.~~ **Every Student Succeeds Act.**

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and the ~~No Child Left Behind Act~~ **Every Student Succeeds Act** at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and the ~~No Child Left Behind Act~~ **Every Student Succeeds Act** at all levels. The Committee will advise the school board on the planning of staff development opportunities.

B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.

C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.

D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities,

and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

B. Teachers/Administrators

1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

2. The school district will assign an administrator to serve as a highly objective uniform state standard of evaluation (HOUSSE) reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher's application for highly qualified status.

- Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
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)
20 U.S.C. § 6301, et seq. (No Child Left Behind Act)

- Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted: MSBA/MASA Model Policy 707
Orig. 1995
Revised: Rev. 2012

707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

[Note: The obligations stated in this policy are largely governed by statute. Statutory references are included throughout the policy. A school district may choose to add obligations to the model policy.]

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.

B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

A. "Child with a disability" includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of Education. A licensed physician, an advanced practice nurse, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability. (Minn. Stat. § 125A.02)

B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. (Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2)

C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances. (42 U.S.C. § 11434a)

D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minn. Stat. §120A.22,

which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d, *et seq.*). (Minn. Stat. §123B.41, Subd. 9)

E. “Nonresident student” is a student who attends school in the school district and resides in another district, defined as the “nonresident district.” In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student’s parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. (Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)

F. “Pupil support services” are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located. (Minn. Stat. § 123B.41, Subd. 4)

G. “School of origin,” for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. (42 U.S.C. § 11432(g)(3)(G))

H. “Shared time basis” is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minn. Stat. § 120A.22 by attendance at a nonpublic school. (Minn. Stat. § 126C.01, Subd. 8)

I. “Student” means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. (Minn. Stat. § 123B.41, Subd. 11)

IV. ELIGIBILITY

A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent or guardian. (Minn. Stat. § 123B.88, Subd. 1)

B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.

With this in mind, all secondary (grades 7-12) students who live one mile or more, but less than two miles, from school and students in grades K-6 who live less than one mile from school are eligible for transportation services due to a lack of sidewalks. and the presence of a state highway crossing and a railroad crossing.

[Note: In this section, school districts may wish to outline those discretionary areas where they intend to provide transportation. For example, some school districts may provide that transportation shall be provided for all resident elementary students who reside one mile or more from the school.]

C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district's expenditures for transportation. (Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13)

D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

E. Rural bus pickups may be clustered. Buses will travel on maintained state, county and township roads only. Buses will not go down dead end roads without a bus turnaround at or after the student pick-up point and/or dead end roads of less than 3/10 of a mile.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. (Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3)

B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. (Minn. Stat. § 123B.88, Subd. 6)

C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. (Minn. Stat. § 127A.47, Subd. 3(b))

D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. (Minn. Stat. § 123B.92, Subd. 3(b))

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NON DISTRICT SCHOOLS

A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's

actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)

B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (Minn. Stat. § 123B.88, Subds. 1 and 4)

C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. (Minn. Stat. § 124D.041)

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/ STUDENTS WITH TEMPORARY DISABILITIES

A. Upon a request of a parent or guardian, a resident student with a disability who is not yet enrolled in kindergarten, who requires special education services in a location other than the student's home, shall be provided transportation to and from the student's home at the expense of the school district and shall not be subject to any distance requirement. (Minn. Stat. § 123B.88, Subd. 1)

B. Resident students with a disability whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600)

C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. (Minn. Stat. § 125A.65)

D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (Minn. Stat. § 125A.12)

E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district. (Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))

F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. (Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))

G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)

H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

VIII. HOMELESS STUDENTS

A. Homeless students shall be provided with transportation services comparable to other students in the school district. (42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))

B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:

1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked. (42 U.S.C. § 11432(g)(1)(J)(iii)(I))

2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked, unless the school district and the school district in

which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. (Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II))

3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. (Minn. Stat. § 125A.51(f))

4. A homeless nonresident student enrolled under Minn. Stat. § 124D.08, Subd. 2a, must be provided transportation from the student's district of residence to and from the school of enrollment. (Minn. Stat. § 123B.92, Subd. 3(c)).

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. (Minn. Stat. § 123B.88, Subd. 21)

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. (Minn. Stat. § 123B.88, Subd. 1)

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. § 1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provisions. (Minn. Stat. § 121A.59)

XII. FEES

A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional. (Minn. Stat. § 123B.36, Subd. 1(10))

B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minn. Stat. § 190.05. (Minn. Stat. § 123B.36, Subds. 1(11) and 6)

C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. (Minn. Stat. § 123B.36, Subd. 1(13))

D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. (Minn. Stat. § 123B.36, Subd. 3)

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

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

Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)

Minn. Stat. § 123B.36 (Authorized Fees)

Minn. Stat. § 123B.41 (Educational Aids for Nonpublic School Children; Definitions)

Minn. Stat. § 123B.44 (Provision of Pupil Support Services)

Minn. Stat. § 123B.88 (Independent School Districts, Transportation)

Minn. Stat. § 123B.92 (Transportation Aid Entitlement)

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

Minn. Stat. § 124D.04 (Enrollment Options Programs in Border States)

Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)

Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District)

Minn. Stat. Ch. 125A (Children With a Disability)

Minn. Stat. § 125A.02 (Children With a Disability, Defined)

Minn. Stat. § 125A.12 (Attendance in Another District)

Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)

Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)

Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)

Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)

Minn. Stat. § 126C.01 (General Education Revenue - Definitions)

Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)

Minn. Stat. § 190.05 (Definitions)

Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)

Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)

20 U.S.C. § 1415 (Individuals with Disabilities Education Improvement Act of 2004)

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

42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)

42 U.S.C. § 11431, *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)

42 U.S.C. § 12132, *et seq.* (Americans With Disabilities Act)

Cross References: MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 710 (Extracurricular Transportation)

MSBA Service Manual, Chapter 2, Transportation

Adopted: MSBA/MASA Model Policy 708
Orig. 1995
Revised: Rev. 2008

#708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

[Note: The obligations stated in this policy are largely governed by statute. Statutory references are included throughout the policy. A school district may choose to add obligations to the model policy.]

I. PURPOSE

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

III. ELIGIBILITY

A. The school district shall provide equal transportation within the school district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minn. Stat. §§ 123B.88 and § 123B.92 when applicable. (Minn. Stat. § 123B.86, Subd. 1)

B. Upon the request of a parent or guardian, the school district shall provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation shall be provided whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. (~~Minn. Stat. § 123B.88, Subd. 1;~~ Minn. Stat. § 123B.86, Subd. 2(a))

C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay

the cost of such transportation provided outside the school district boundaries. (Minn. Stat. § 123B.86, Subd. 2(b))

D. The school district shall provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school. (Minn. Stat. § 123B.44, Subd. 1)

E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. (Minn. Stat. § 123B.86, Subd. 3; Minn. Stat. § 123B.91, Subd. 1a)

F. Additional transportation to and from a nonpublic school may be provided at the expense of the school district where such services are provided in the discretion of the school district.

IV. SPECIAL EDUCATION/DISABLED STUDENTS

A. If a resident student with a disability attends a nonpublic school located within the school district, the school district shall provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law. (Minn. Stat. § 125A.18)

B. Disabled students whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport disabled students on the basis of the handicapping condition and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600, Subd. 1)

C. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)

D. Any parent of a disabled student who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

V. APPLICATION OF GENERAL POLICY

The provisions of the school district’s policy on transportation of public school students [Model Policy 707] shall apply to the transportation of nonpublic school students except as specifically provided herein.

Legal References: Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.84 (Policy)
Minn. Stat. § 123B.86 (Equal Treatment)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.91, Subd. 1a (Compliance by Nonpublic and Charter School Students)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. Ch. 125A (Children With a Disability)
Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al., 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
Eldredge v. Independent Sch. Dist. No. 625, 422 N.W.2d 319 (Minn. App. 1988)
Healy v. Independent Sch. Dist. No. 625, 962 F.2d 1304 (8th Cir. 1992)
Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)
Cross References: MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA Service Manual, Chapter 2, Transportation

Adopted: MSBA/MASA Model Policy 701.1
Orig. 1996
Revised: Rev. 2000

#701.1 MODIFICATION OF SCHOOL DISTRICT BUDGET

[Note: The provisions of this policy substantially reflect the requirements of Minnesota Statutes.]

I. PURPOSE

The purpose of this policy is to establish procedures for the modification of the school district’s adopted revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to modify its revenue and expenditure budgets in accordance with the applicable provisions of law.

III. REQUIREMENT

A. The school district’s adopted expenditure budget shall be considered the school board’s expenditure authorization for that school year.

B. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision. A school board member may also propose modifications on that board member’s own motion, provided, however, the school board member is encouraged to review the proposed modifications with the superintendent prior to their being proposed so that the administration may prepare necessary background materials for the school board prior to its consideration of those proposed modifications.

C. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.

D. The school district’s revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

Legal References: Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)

Cross References: MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)

MSBA Service Manual, Chapter 7, Education Funding

Adopted: MSBA/MASA Model Policy 714

Orig. 2011

Revised:

#714 FUND BALANCES

[Note: The provisions of this policy include the provisions of Statement No. 54 of the Governmental Accounting Standards Board (GASB).]

I. PURPOSE

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

III. DEFINITIONS

A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.

B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.

C. "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.

E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.

F. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

G. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.

H. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

The school district will strive to maintain a minimum unassigned general fund balance of **not less than 10% or more than 30% percent** of the annual budget. ~~_____ months of operating expenses.]~~

[Note: School districts need to select one of the bracketed choices above and fill in the blank. The other bracketed choice should be deleted. If a minimum fund balance is specified, a stabilization arrangement such as that specified in Part IX below that sets aside specific stabilization amounts may not be necessary.]

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

[Note: The school board determines this order.]

VII. COMMITTING FUND BALANCE

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: **the Superintendent and Budget Finance Committee Members.** _____ ***[Specify individual(s), such as the superintendent, business manager, etc., or an entity, such as the finance committee, authorized to make these assignments.]*** Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. STABILIZATION ARRANGEMENTS

[Note: If the school board has established any arrangement(s) for emergencies and other contingencies, the description(s) should be included in this section. The school board needs to specifically define the circumstances or conditions when these amounts may be used, which must be unanticipated adverse financial or economic circumstances. These circumstances or conditions cannot be situations that are expected to or which occur routinely. Stabilization arrangements should be reported as restricted or committed if they meet the criteria or, otherwise, should be reported as unassigned. They should not be reported as assigned. If the school board does not have any such arrangements, this section should be deleted.]

1. REVIEW

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

[Note: The school board should determine the review period adequate for their school district and change “an annual” to “a quarterly” or “a monthly” or some other time frame if appropriate.]

Legal References: Statement No. 54 of the Governmental Accounting Standards Board

Cross References: MSBA Service Manual, Chapter 7, Education Funding

26. Consider **SECOND** reading of MSBA and district Policies for update and revision.

The following policies are being submitted for their **SECOND** reading: #101 - School District Legal Status; #101.1 - Name of the School District; #103 - Complaints - Students, Employees, Parents, Other Persons; #203 - Operation of the School Board - Governing Rules; #203.1 - School Board Procedures; Rules of Order; #203.2 - Order of the Regular School Board Meeting; #207 - Public Hearings; #209 - School Board Member Code of Ethics; #211 - Criminal or Civil Action against School District, School Board Member, employee or student; #212 - Board Member Development; #213 - School Board Committees; #403 - Discipline, Suspension & Dismissal of School District Employees; #408 - Subpoena of a School District Employee; #409 - Employee Publications, Instructional Materials, Inventions, and Creations; #422 - Policies incorporated by Reference; #423 - Employee-Student Relationships; #504 - Student Dress & Appearance; #505 - Distribution of Non-school sponsored materials on School Premises by Students & Employees; #512 - School-sponsored Student Publications and Activities; #517 - Student Recruiting; #523 - Policies incorporated by Reference; #525 - Violence Prevention (Applicable to Students and Staff); #527 - Student Use and Parking of Motor vehicles; Patrols Inspections, and Searches; #604 - Instructional Curriculum; #605 - Alternative Programs; #609 - Religion; #615 - Testing Accommodations, modifications, and Exemptions for IEP’s, Section 504 Plans, and LEP Students; #623 - Mandatory Summer School Instruction; #704 - Development & Maintenance of an Inventory of Fixed Assets & a Fixed Asset Accounting System; #711 - Video Recording on School Buses; #713 - Student Activity Accounting; #720 - Vending Machines; #904 - Distribution of Materials on School District Property by Non-School Persons; #905 - Advertising; #906 - Community Notification of Predatory Offenders. **NO ACTION IS REQUIRED AT THIS TIME.**

Braham Area Public Schools

Ind. School Dist. #314

Braham, MN 55006

Adopted: February 21, 1995

#101 LEGAL STATUS OF THE SCHOOL DISTRICT

I. PURPOSE

A primary principle of this nation is that the public welfare demands an educated and informed citizenry. The power to provide for public education is a state function vested in the state legislature and delegated to local school districts. The purpose of this policy is to clarify the legal status of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district is a public corporation subject to the control of the legislature, limited only by constitutional restrictions. The school district has been created for educational purposes.
- B. The legislature has authority to prescribe the school district's powers and privileges, its boundaries and territorial jurisdictions.
- C. The school district has only the powers conferred on it by the legislature; however, the school board's authority to govern, manage, and control the school district, to carry out its duties and responsibilities, and to conduct the business of the school district includes implied powers in addition to any specific powers granted by the legislature.

III. RELATIONSHIP TO OTHER ENTITIES

- A. The school district is a separate legal entity.
- B. The school district is coordinate with and not subordinate to the county(ies) in which it is situated.
- C. The school district is not subservient to municipalities within its territory.

IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT

- A. Funds
 - 1. The school district, through its school board, has authority to raise funds for the operation and maintenance of its schools and authority to manage and expend such funds, subject to applicable law.
 - 2. The school district has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law.
 - 3. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.
- B. Raising Funds

1. The school district shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses.
2. The school district may issue bonds in accordance with the provisions of Minn. Stat. Ch. 475, or other applicable law.
3. The school district has authority to accept gifts and donations for school purposes, subject to applicable law.

C. Property

1. The school district may acquire property for school purposes. It may sell, exchange, or otherwise dispose of property which is no longer needed for school purposes, subject to applicable law.
2. The school district shall manage its property in a manner consistent with the educational functions of the district.
3. The school district may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission.
4. School district officials hold school property as trustees for the use and benefit of students, taxpayers, and the community.

D. Contracts

1. The school district is empowered to enter into contracts in the manner provided by law.
2. The school district has authority to enter into installment purchases and leases with an option to purchase, pursuant to Minn. Stat. § 465.71 or other applicable law.
3. The school district has authority to make contracts with other governmental agencies and units for the purchase, lease or other acquisition of equipment, supplies, materials, or other property, including real property.
4. The school district has authority to enter into employment contracts. As a public employer, the school district, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

E. Textbooks, Educational Materials, and Studies

1. The school district, through its school board and administrators, has the authority to determine what textbooks, educational materials, and studies should be pursued.

2. The school district shall establish and apply the school curriculum.

F. Actions and Suits

The school district has authority to sue and to be sued.

Legal References: Minn. Const. art. 13, § 1

Minn. Stat. Ch. 123B (School Districts, Powers and Duties)

Minn. Stat. Ch. 179A (Public Employment Labor Relations)

Minn. Stat. § 465.035 (Conveyance or Lease of Land)

Minn. Stat. §§ 465.71; 471.345; 471.6161; 471.6175; 471.64 (Rights, Powers, Duties of Political Subdivisions)

Minnesota Association of Public Schools v. Hanson, 287 Minn. 415, 178 N.W.2d 846 (1970)

Independent School District No. 581 v. Mattheis, 275 Minn. 383, 147 N.W.2d 374 (1966)

Village of Blaine v. Independent School District No. 12, 272 Minn. 343, 138 N.W.2d 32 (1965)

Huffman v. School Board, 230 Minn. 289, 41 N.W.2d 455 (1950)

State v. Lakeside Land Co., 71 Minn. 283, 73 N.W.970 (1898)

Cross References: MSBA/MASA Model Policy 201 (Legal Status of School Board)

MSBA/MASA Model Policy 603 (Curriculum Development)

MSBA/MASA Model Policy 604 (Instructional Curriculum)

MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)

MSBA/MASA Model Policy 705 (Investments)

MSBA/MASA Model Policy 706 (Acceptance of Gifts)

MSBA/MASA Model Policy 801 (Equal Access to School Facilities)

MSBA Service Manual, Chapter 3, Employee Negotiations

MSBA Service Manual, Chapter 13, School Law Bulletin "F" (Contract and Bidding Procedures)

Adopted: MSBA/MASA Model Policy 101.1

Orig. 1998

Revised: Rev. 1999

101.1 NAME OF THE SCHOOL DISTRICT

I. PURPOSE

The purpose of this policy is to clarify the name of the school district.

II. GENERAL STATEMENT OF POLICY

Pursuant to statute, the official name of the school district is Independent School District 314. However, the school district is often referred to by other informal names. In order to avoid confusion and to encourage consistency in school district letterheads, signage, publications and other materials, the school board intends to establish a uniform name for the school district.

III. UNIFORM NAME

A. The name of the school district shall be **Ind. School District 314**

B. The name specified above may be used to refer to the school district and may be shown on school district letterheads, signage, publications and other materials.

C. In official communications and on school district ballots, the school district shall be referred to as **Ind. School District 314**, but inadvertent failure to use the correct name shall not invalidate any legal proceeding or matter or affect the validity of any document.

Legal References: Minn. Stat. § 123A.55 (Classes, Number)
Cross References:

Adopted: *MSBA/MASA Model Policy 103*
Orig. 1995
Revised: Rev. 2005

#103 COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS

I. PURPOSE

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that may be used.

II. GENERAL STATEMENT OF POLICY

- A. Students, parents, employees or other persons, may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district; i.e., principal, superintendent or school board. However, persons are encouraged to file a complaint at the building level when appropriate.
- B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or follow-up procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent who shall determine whether an internal or external investigation should be conducted. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for the investigation or follow-up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.
- C. The appropriate administrator shall respond in writing to the complaining party concerning the outcome of the investigation or follow-up, including any appropriate action or corrective measure that was taken. The superintendent shall be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) or

other law.

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

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 514 (Bullying Prohibition)
MSBA Service Manual, Chapter 13, School Law Bulletin “I” (School Records – Privacy – Access to Data)

Adopted: MSBA/MASA Model Policy 203
Orig. 1995
Revised: Rev. 2009

203 OPERATION OF THE SCHOOL BOARD – GOVERNING RULES

I. PURPOSE

The purpose of this policy is to provide governing rules for the conduct of meetings of the school board.

II. GENERAL STATEMENT OF POLICY

An orderly school board meeting allows school board members to participate in discussion and decision of school district issues. Rules of order allow school board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner.

III. RULES OF ORDER

Rules of order for school board meetings shall be as follows:

- A. Minnesota statutes where specified;
- B. Specific rules of order as provided by the school board consistent with Minnesota statutes; and
- C. *Robert’s Rules of Order, Revised* (latest edition) where not inconsistent with A. and B., above.

[Note: The editions of Robert’s Rules of Order differ, so specifying the edition used is important.]

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 123B.09, Subds. 6, 7, and 10 (School Board Matters)
Minn. Stat. § 123B.14 (Officers)

Cross References:

Adopted:
Orig. 1997
Revised:

MSBA/MASA Model Policy 203.1
Rev. 1999

203.1 SCHOOL BOARD PROCEDURES; RULES OF ORDER

I. PURPOSE

The purpose of this policy is to provide specific rules of order to conduct meetings of the school board.

II. GENERAL STATEMENT OF POLICY

To ensure that school board meetings are conducted in an orderly fashion, the school board will follow rules of order which will allow the school board:

- A. To establish guidelines by which the business of the school board can be conducted in a regular and internally consistent manner;
- B. To organize the meetings so all necessary matters can be brought to the school board and decisions of the school board can be made in an orderly and reasonable manner;
- C. To insure that members of the school board have the necessary information to make decisions on substantive issues and to insure adequate discussion of decisions to be made; and
- D. To insure that meetings and actions of the school board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

III. RULES OF ORDER

- A. School board members need not rise to gain the recognition of the chair.
- B. A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. Abstentions are considered to be acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.
- C. All motions that require a second shall receive a second prior to opening the issue for discussion of the school board. If a motion that requires a second does not receive a second, the chair may declare that the motion fails for lack of a second or may provide the second. The names of the members making and seconding a motion shall be recorded in the minutes.
- D. The chair shall decide the order in which school board members will be recognized to address an issue. An attempt should be made to alternate between pro and con positions if appropriate to the discussion. A member shall only speak to an issue after the member is recognized by the chair.
- E. The chair shall rule on all questions relating to motions and points of order brought before the school board.

- F. A ruling by the chair is subject to appeal to the full school board pursuant to Robert's Rules of Order.
- G. The school board shall have authority to recognize any member of the audience regarding a request to be heard at the school board meeting. Members of the public who wish to be heard shall follow school board procedures.
- H. The chair has the authority to declare a recess at any time for the purpose of restoring decorum to the meeting or for any other necessary purpose.
- I. The chair shall repeat a motion or the substance of a motion prior to the vote. The chair shall call for an affirmative and a negative vote on all motions.
- J. The order in which names will be called for roll call votes will be determined by the school board.

[Note: The school board may choose to include in the policy a method of calling the roll.]

- K. The chair has the same right and responsibility as each school board member to vote on all issues.
- L. The chair shall announce the result of each vote. The vote of each member, including abstentions, shall be recorded in the minutes. If the vote is unanimous, it may be reflected as unanimous in the minutes if the minutes also reflect the members present.
- M. A majority of the voting members of the school board constitute a quorum. The absence of a quorum may be raised by the chair or any member. Generally any action taken in the absence of a quorum is null and void. The only legal actions the school board may take in the absence of a quorum are to fix the time at which to adjourn, to adjourn, to recess or to take measures to obtain a quorum.

[Note: In addition, school boards may have other rules or local customs they wish to incorporate to reflect their normal processes and procedures.]

Legal References: Minn. Stat. § 13D.01, Subd. 4 (Open Meeting Law)
 Minn. Stat. § 122A.40 (Employment Contracts, Termination)
 Minn. Stat. § 123B.09, Subds. 6 and 7 (School Board Powers)
 Minn. Stat. § 126C.53 (Enabling Resolution; Form of Certificates of Indebtedness)
 Minn. Stat. § 331A.01, Subd. 6 (Newspapers; Definitions)
 Minn. Stat. § 331A.04, Subd. 6 (Newspapers; Exception to Designation Priority)
 Minn. Stat. § 471.88 (Exceptions)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
 MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
 MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
 MSBA/MASA Model Policy 207 (Public Hearings)
 revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. STABILIZATION ARRANGEMENTS

[Note: If the school board has established any arrangement(s) for emergencies and other contingencies, the description(s) should be included in this section. The school board needs to specifically define the circumstances or conditions when these amounts may be used, which must be unanticipated adverse financial or economic circumstances. These circumstances or conditions cannot be situations that are expected to or which occur routinely. Stabilization arrangements should be reported as restricted or committed if they meet the criteria or, otherwise, should be reported as unassigned. They should not be reported as assigned. If the school board does not have any such arrangements, this section should be deleted.]

1. REVIEW

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

[Note: The school board should determine the review period adequate for their school district and change “an annual” to “a quarterly” or “a monthly” or some other time frame if appropriate.]

Legal References: Statement No. 54 of the Governmental Accounting Standards Board

Cross References: MSBA Service Manual, Chapter 7, Education Funding

23. Consider **SECOND** reading of MSBA and district Policies for update and revision.

The following policies are being submitted for their **SECOND** reading and discussion: #101 - School District Legal Status; #101.1 - Name of the School District; #103 - Complaints - Students, Employees, Parents, Other Persons; #203 - Operation of the School Board - Governing Rules; #203.1 - School Board Procedures; Rules of Order; #203.2 - Order of the Regular School Board Meeting; #207 - Public Hearings; #209 - School Board Member Code of Ethics; #211 - Criminal or Civil Action against School District, School Board Member, employee or student; #212 - Board Member Development; #213 - School Board Committees; #403 - Discipline, Suspension & Dismissal of School District Employees; #408 - Subpoena of a School District Employee; #409 - Employee Publications, Instructional Materials, Inventions, and Creations; #422 - Policies incorporated by Reference; #423 - Employee-Student Relationships; #504 - Student Dress & Appearance; #505 - Distribution of Non-school sponsored materials on School Premises by Students & Employees; #512 - School-sponsored Student Publications and Activities; #517 - Student Recruiting; #523 - Policies incorporated by Reference; #525 - Violence Prevention (Applicable to Students and Staff); #527 - Student Use and Parking of Motor vehicles; Patrols Inspections, and Searches; #604 - Instructional Curriculum; #605 - Alternative Programs; #609 - Religion; #615 - Testing Accommodations, modifications, and Exemptions for IEP's, Section 504 Plans, and LEP Students; #623 - Mandatory Summer School Instruction; #704 - Development & Maintenance of an Inventory of Fixed Assets & a Fixed Asset Accounting System; #711 - Video Recording on School Buses; #713 - Student Activity Accounting; #720 - Vending Machines; #904 - Distribution of Materials on School District Property by Non-School Persons; #905 - Advertising; #906 - Community Notification of Predatory Offenders. **NO ACTION IS REQUIRED AT THIS TIME.**

Braham Area Public Schools

Ind. School Dist. #314

Braham, MN 55006

Adopted: February 21, 1995

#101 LEGAL STATUS OF THE SCHOOL DISTRICT

I. PURPOSE

A primary principle of this nation is that the public welfare demands an educated and informed citizenry. The power to provide for public education is a state function vested in the state legislature and delegated to local school districts. The purpose of this policy is to clarify the legal status of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district is a public corporation subject to the control of the legislature, limited only by constitutional restrictions. The school district has been created for educational purposes.
- B. The legislature has authority to prescribe the school district's powers and privileges, its boundaries and territorial jurisdictions.
- C. The school district has only the powers conferred on it by the legislature; however, the school board's authority to govern, manage, and control the school district, to carry out its duties and responsibilities, and to conduct the business of the school district includes implied powers in addition to any specific powers granted by the legislature.

III. RELATIONSHIP TO OTHER ENTITIES

- A. The school district is a separate legal entity.
- B. The school district is coordinate with and not subordinate to the county(ies) in which it is situated.
- C. The school district is not subservient to municipalities within its territory.

IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT

- A. Funds
 - 1. The school district, through its school board, has authority to raise funds for the operation and maintenance of its schools and authority to manage and expend such funds, subject to applicable law.
 - 2. The school district has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law.
 - 3. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.
- B. Raising Funds

1. The school district shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses.
2. The school district may issue bonds in accordance with the provisions of Minn. Stat. Ch. 475, or other applicable law.
3. The school district has authority to accept gifts and donations for school purposes, subject to applicable law.

C. Property

1. The school district may acquire property for school purposes. It may sell, exchange, or otherwise dispose of property which is no longer needed for school purposes, subject to applicable law.
2. The school district shall manage its property in a manner consistent with the educational functions of the district.
3. The school district may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission.
4. School district officials hold school property as trustees for the use and benefit of students, taxpayers, and the community.

D. Contracts

1. The school district is empowered to enter into contracts in the manner provided by law.
2. The school district has authority to enter into installment purchases and leases with an option to purchase, pursuant to Minn. Stat. § 465.71 or other applicable law.
3. The school district has authority to make contracts with other governmental agencies and units for the purchase, lease or other acquisition of equipment, supplies, materials, or other property, including real property.
4. The school district has authority to enter into employment contracts. As a public employer, the school district, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

E. Textbooks, Educational Materials, and Studies

1. The school district, through its school board and administrators, has the authority to determine what textbooks, educational materials, and studies should be pursued.
2. The school district shall establish and apply the school curriculum.

F. Actions and Suits

The school district has authority to sue and to be sued.

Legal References: Minn. Const. art. 13, § 1

Minn. Stat. Ch. 123B (School Districts, Powers and Duties)

Minn. Stat. Ch. 179A (Public Employment Labor Relations)

Minn. Stat. § 465.035 (Conveyance or Lease of Land)

Minn. Stat. §§ 465.71; 471.345; 471.6161; 471.6175; 471.64 (Rights, Powers, Duties of Political Subdivisions)

Minnesota Association of Public Schools v. Hanson, 287 Minn. 415, 178 N.W.2d 846 (1970)

Independent School District No. 581 v. Mattheis, 275 Minn. 383, 147 N.W.2d 374 (1966)

Village of Blaine v. Independent School District No. 12, 272 Minn. 343, 138 N.W.2d 32 (1965)

Huffman v. School Board, 230 Minn. 289, 41 N.W.2d 455 (1950)

State v. Lakeside Land Co., 71 Minn. 283, 73 N.W.970 (1898)

Cross References: MSBA/MASA Model Policy 201 (Legal Status of School Board)

MSBA/MASA Model Policy 603 (Curriculum Development)

MSBA/MASA Model Policy 604 (Instructional Curriculum)

MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)

MSBA/MASA Model Policy 705 (Investments)

MSBA/MASA Model Policy 706 (Acceptance of Gifts)

MSBA/MASA Model Policy 801 (Equal Access to School Facilities)

MSBA Service Manual, Chapter 3, Employee Negotiations

MSBA Service Manual, Chapter 13, School Law Bulletin "F" (Contract and Bidding Procedures)

Adopted: MSBA/MASA Model Policy 101.1
Orig. 1998
Revised: Rev. 1999

101.1 NAME OF THE SCHOOL DISTRICT

I. PURPOSE

The purpose of this policy is to clarify the name of the school district.

II. GENERAL STATEMENT OF POLICY

Pursuant to statute, the official name of the school district is Independent School District 314. However, the school district is often referred to by other informal names. In order to avoid confusion and to encourage consistency in school district letterheads, signage, publications and other materials, the school board intends to establish a uniform name for the school district.

III. UNIFORM NAME

- A. The name of the school district shall be **Ind. School District 314**
- B. The name specified above may be used to refer to the school district and may be shown on school district letterheads, signage, publications and other materials.
- C. In official communications and on school district ballots, the school district shall be referred to as **Ind. School District 314**, but inadvertent failure to use the correct name shall not invalidate any legal

proceeding or matter or affect the validity of any document.

Legal References: Minn. Stat. § 123A.55 (Classes, Number)

Cross References:

Adopted:

MSBA/MASA Model Policy 103

Orig. 1995

Revised:

Rev. 2005

#103 COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS

I. PURPOSE

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that may be used.

II. GENERAL STATEMENT OF POLICY

- A. Students, parents, employees or other persons, may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district; i.e., principal, superintendent or school board. However, persons are encouraged to file a complaint at the building level when appropriate.
- B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or follow-up procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent who shall determine whether an internal or external investigation should be conducted. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for the investigation or follow-up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.
- C. The appropriate administrator shall respond in writing to the complaining party concerning the outcome of the investigation or follow-up, including any appropriate action or corrective measure that was taken. The superintendent shall be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) or other law.

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

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 514 (Bullying Prohibition)
MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records – Privacy – Access to Data)

Adopted: MSBA/MASA Model Policy 203
Orig. 1995
Revised: Rev. 2009

203 OPERATION OF THE SCHOOL BOARD – GOVERNING RULES

I. PURPOSE

The purpose of this policy is to provide governing rules for the conduct of meetings of the school board.

II. GENERAL STATEMENT OF POLICY

An orderly school board meeting allows school board members to participate in discussion and decision of school district issues. Rules of order allow school board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner.

III. RULES OF ORDER

Rules of order for school board meetings shall be as follows:

- A. Minnesota statutes where specified;
- B. Specific rules of order as provided by the school board consistent with Minnesota statutes; and
- C. *Robert's Rules of Order, Revised* (latest edition) where not inconsistent with A. and B., above.

[Note: The editions of Robert's Rules of Order differ, so specifying the edition used is important.]

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 123B.09, Subds. 6, 7, and 10 (School Board Matters)
Minn. Stat. § 123B.14 (Officers)

Cross References:

Adopted: MSBA/MASA Model Policy 203.1
Orig. 1997
Revised: Rev. 1999

203.1 SCHOOL BOARD PROCEDURES; RULES OF ORDER

I. PURPOSE

The purpose of this policy is to provide specific rules of order to conduct meetings of the school board.

II. GENERAL STATEMENT OF POLICY

To ensure that school board meetings are conducted in an orderly fashion, the school board will follow rules of order which will allow the school board:

- A. To establish guidelines by which the business of the school board can be conducted in a regular and internally consistent manner;
- B. To organize the meetings so all necessary matters can be brought to the school board and decisions of the school board can be made in an orderly and reasonable manner;
- C. To insure that members of the school board have the necessary information to make decisions on substantive issues and to insure adequate discussion of decisions to be made; and
- D. To insure that meetings and actions of the school board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

III. RULES OF ORDER

- A. School board members need not rise to gain the recognition of the chair.
- B. A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. Abstentions are considered to be acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.
- C. All motions that require a second shall receive a second prior to opening the issue for discussion of the school board. If a motion that requires a second does not receive a second, the chair may declare that the motion fails for lack of a second or may provide the second. The names of the members making and seconding a motion shall be recorded in the minutes.
- D. The chair shall decide the order in which school board members will be recognized to address an issue. An attempt should be made to alternate between pro and con positions if appropriate to the discussion. A member shall only speak to an issue after the member is recognized by the chair.
- E. The chair shall rule on all questions relating to motions and points of order brought before the school board.
- F. A ruling by the chair is subject to appeal to the full school board pursuant to Robert's Rules of Order.
- G. The school board shall have authority to recognize any member of the audience regarding a request to be heard at the school board meeting. Members of the public who wish to be heard shall follow school board procedures.

- H. The chair has the authority to declare a recess at any time for the purpose of restoring decorum to the meeting or for any other necessary purpose.
- I. The chair shall repeat a motion or the substance of a motion prior to the vote. The chair shall call for an affirmative and a negative vote on all motions.
- J. The order in which names will be called for roll call votes will be determined by the school board.

[Note: The school board may choose to include in the policy a method of calling the roll.]

- K. The chair has the same right and responsibility as each school board member to vote on all issues.
- L. The chair shall announce the result of each vote. The vote of each member, including abstentions, shall be recorded in the minutes. If the vote is unanimous, it may be reflected as unanimous in the minutes if the minutes also reflect the members present.
- M. A majority of the voting members of the school board constitute a quorum. The absence of a quorum may be raised by the chair or any member. Generally any action taken in the absence of a quorum is null and void. The only legal actions the school board may take in the absence of a quorum are to fix the time at which to adjourn, to adjourn, to recess or to take measures to obtain a quorum.

[Note: In addition, school boards may have other rules or local customs they wish to incorporate to reflect their normal processes and procedures.]

Legal References: Minn. Stat. § 13D.01, Subd. 4 (Open Meeting Law)
 Minn. Stat. § 122A.40 (Employment Contracts, Termination)
 Minn. Stat. § 123B.09, Subds. 6 and 7 (School Board Powers)
 Minn. Stat. § 126C.53 (Enabling Resolution; Form of Certificates of Indebtedness)
 Minn. Stat. § 331A.01, Subd. 6 (Newspapers; Definitions)
 Minn. Stat. § 331A.04, Subd. 6 (Newspapers; Exception to Designation Priority)
 Minn. Stat. § 471.88 (Exceptions)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
 MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
 MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
 MSBA/MASA Model Policy 207 (Public Hearings)

Adopted: MSBA/MASA Model Policy 203.2
Orig. 1997
Revised: Rev. 2007

203.2 ORDER OF THE REGULAR SCHOOL BOARD MEETING

I. PURPOSE

The purpose of this policy is to ensure consistency in the order of business at regular school board meetings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board to consider matters that come before it in a consistent and orderly manner.

III. ORDER

A. The school board shall conduct an orderly school board meeting. The school board will, at all regular school board meetings, follow an agenda order similar to:

1. Call to order.
2. Approval of agenda.
- ~~3. Recognition of visitors.~~
- ~~4. Approval of prior meeting minutes.~~
- ~~5-3. Consent agenda.~~
- ~~6-4. Presentation of additional bills for payment.~~ Acknowledgement of gifts/donations.
5. Open Forum
- ~~7-6. Reports~~
 - Student Council Representative
 - Elementary Principal
 - Activities/Community Ed Director
 - High School Principal
 - District Assessment Coordinator
 - Superintendent
- ~~8-7. Written communications.~~ Acknowledge Braham HONORS recipients.
- ~~9-8. Superintendent's announcements.~~ Board Members
9. Action items
- ~~10. Other old or unfinished business.~~ Reminder of next board meeting
- ~~11. New business.~~
- ~~12-11. Adjournment.~~

[Note: The school board should incorporate its preferred order of business into this policy.]

B. Items in this order may be considered as part of a consent agenda.

C. The school board may depart from the order of business with the consent of the majority of members present.

Legal References: Minn. Stat. § 123B.09, Subd. 7 (School Board Powers)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)

MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)

MSBA/MASA Model Policy 203.6 (Consent Agendas)

Adopted:

MSBA/MASA Model Policy 207

Orig. 1995

Revised:

Rev. 2009

207 PUBLIC HEARINGS

I. PURPOSE

The school board recognizes the importance of obtaining public input on matters properly before the school board. The purpose of this policy is to establish procedures to efficiently receive public input.

II. GENERAL STATEMENT OF POLICY

In order for the school board to efficiently receive public input on matters properly before the school board, the procedures set forth in this policy are established by the school board.

III. PROCEDURES

A. Public Hearings

Public hearings are required by law to be held concerning certain issues, including but not limited to, school closings (Minn. Stat. § 123B.51), education district establishment (Minn. Stat. § 123A.15), and agreements for secondary education (Minn. Stat. § 123A.30). Additionally, other public hearings may be held by the school board on school district matters at the discretion of the school board.

B. Notice of Public Hearings

Public notice of a public hearing required by law shall be given as provided by the enabling legislation. Public notice of other hearings shall be given in the manner required for a regular meeting if held in conjunction with a regular meeting, in the manner required for a special meeting if held in conjunction with a special meeting, or as otherwise determined by the school board.

C. Public Participation

The school board retains the right to require that those in attendance at a public hearing indicate their desire to address the school board and complete and file with the clerk of the school board an appropriate request card prior to the commencement of the hearing if the school board utilizes this procedure. In that case, any request to address the school board after the commencement of the hearing will be granted only at the discretion of the school board.

1. Format of Request: If required by the school board, a written request of an individual or a group to address the school board shall contain the name and address of the person or group seeking to address the school board. It shall also contain the name of the group represented, if any, and a brief statement of the subject to be covered or the issue to be addressed.
2. Time Limitation: The school board retains the discretion to limit the time for each presentation as needs dictate.
3. Groups: The school board retains the discretion to require that any group of persons who desire to address the school board designate one representative or spokesperson. In the event that the school board requires the designation of a representative or spokesperson, no other person in the group will be recognized to address the school board, except as otherwise determined by the school board.
4. Privilege to Speak: A school board member should direct any remarks or questions through the chair. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
5. Personal Attacks: Personal attacks by anyone addressing the school board are unacceptable.

Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.

6. Limitations on Participation: Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

Legal References: Minn. Stat. § 123A.15 (Education District Establishment)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123B.51 (School Closings)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)

Adopted: MSBA/MASA Model Policy 209
Orig. 1995
Revised: Rev. 2009

209 CODE OF ETHICS

I. PURPOSE

The purpose of this policy is to assist the individual school board member in understanding his or her role as part of a school board and in recognizing the contribution that each member must make to develop an effective and responsible school board.

II. GENERAL STATEMENT OF POLICY

Each school board member shall follow the code of ethics stated in this policy.

A. AS A MEMBER OF THE SCHOOL BOARD, I WILL:

1. Attend school board meetings.
2. Come to the meetings prepared for discussion of the agenda items.
3. Listen to the opinions and views of others (including, but not limited to, other school board members, administration, staff, students, and community members).
4. Vote my conscience after informed discussion, unless I abstain because a conflict of interest exists.
5. Support the decision of the school board, even if my position concerning the issue was different.
6. Recognize the integrity of my predecessors and associates and appreciate their work.
7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.
8. Inform myself about the proper duties and functions of a school board member.

- B. IN PERFORMING THE PROPER FUNCTIONS OF A SCHOOL BOARD MEMBER, I WILL:
1. Focus on education policy as much as possible.
 2. Remember my responsibility is to set policy – not to implement policy.
 3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.
 4. Recognize that my responsibility, exercised through the actions of the school board as a whole, is to see that the schools are properly run – not to run them myself.
 5. Work through the superintendent – not over or around the superintendent.
 6. Delegate the implementation of school board decisions to the superintendent.
- C. TO MAINTAIN RELATIONS WITH OTHER MEMBERS OF THE SCHOOL BOARD, I WILL:
1. Respect the rights of others to have and express opinions.
 2. Recognize that authority rests with the school board in legal session – not with the individual members of the school board except as authorized by law.
 3. Make no disparaging remarks, in or out of school board meetings, about other members of the school board or their opinions.
 4. Keep an open mind about how I will vote on any proposition until the board has met and fully discussed the issue.
 5. Make decisions by voting in school board meetings after all sides of debatable questions have been presented.
 6. Insist that committees be appointed to serve only in an advisory capacity to the school board.
- D. IN MEETING MY RESPONSIBILITIES TO MY COMMUNITY, I WILL:
1. Attempt to appraise and plan for both the present and future educational needs of the school district and community.
 2. Attempt to obtain adequate financial support for the school district's programs.
 3. Insist that business transactions of the school district be ethical and open.
 4. Strive to uphold my responsibilities and accountability to the taxpayers in my school district.
- E. IN WORKING WITH THE SUPERINTENDENT OF SCHOOLS AND STAFF, I WILL:
1. Hold the superintendent responsible for the administration of the school district.

2. Give the superintendent authority commensurate with his or her responsibilities.
3. Assure that the school district will be administered by the best professional Personnel available.
4. Consider the recommendation of the superintendent in hiring all employees.
5. Participate in school board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.
6. Insist the superintendent keep the school board adequately informed at all times.
7. Offer the superintendent counsel and advice.
8. Recognize the status of the superintendent as the chief executive officer and a non-voting, ex officio member of the school board.
9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole school board for proper referral according to the chain of command.
10. Present any personal criticisms of employees to the superintendent.
11. Provide support for the superintendent and employees of the school district so they may perform their proper functions on a professional level.

F. IN FULFILLING MY LEGAL OBLIGATIONS AS A SCHOOL BOARD MEMBER, I WILL:

1. Comply with all federal, state, and local laws relating to my work as a school board member.
2. Comply with all school district policies as adopted by the school board.
3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.
4. Recognize that school district business may be legally transacted only in an open meeting of the school board.
5. Avoid conflicts of interest and refrain from using my school board position for personal gain.
6. Take no private action that will compromise the school board or administration.
7. Guard the confidentiality of information that is protected under applicable law.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Adopted: MSBA/MASA Model Policy 203.2
Orig. 1997
Revised: Rev. 2007

203.2 ORDER OF THE REGULAR SCHOOL BOARD MEETING

I. PURPOSE

The purpose of this policy is to ensure consistency in the order of business at regular school board meetings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board to consider matters that come before it in a consistent and orderly manner.

III. ORDER

A. The school board shall conduct an orderly school board meeting. The school board will, at all regular school board meetings, follow an agenda order similar to:

1. Call to order.
2. Approval of agenda.
- ~~3.~~ Recognition of visitors.
- ~~4.~~ Approval of prior meeting minutes.
- ~~5.~~ 3. Consent agenda.
- ~~6.~~ 4. Presentation of additional bills for payment. Acknowledgement of gifts/donations.
5. Open Forum
- ~~7.~~ 6. Reports
 - Student Council Representative
 - Elementary Principal
 - Activities/Community Ed Director
 - High School Principal
 - District Assessment Coordinator
 - Superintendent
- ~~8.~~ 7. Written communications. Acknowledge Braham HONORS recipients.
- ~~9.~~ 8. Superintendent's announcements. Board Members
9. Action items
10. Other old or unfinished business. Reminder of next board meeting
- ~~11.~~ New business.
- ~~12.~~ 11. Adjournment.

[Note: The school board should incorporate its preferred order of business into this policy.]

- B. Items in this order may be considered as part of a consent agenda.
- C. The school board may depart from the order of business with the consent of the majority of members present.

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)
MSBA/MASA Model Policy 203.6 (Consent Agendas)

Adopted: *MSBA/MASA Model Policy 207*
Orig. 1995
Revised: *Rev. 2009*

207 PUBLIC HEARINGS

I. PURPOSE

The school board recognizes the importance of obtaining public input on matters properly before the school board. The purpose of this policy is to establish procedures to efficiently receive public input.

II. GENERAL STATEMENT OF POLICY

In order for the school board to efficiently receive public input on matters properly before the school board, the procedures set forth in this policy are established by the school board.

III. PROCEDURES

A. Public Hearings

Public hearings are required by law to be held concerning certain issues, including but not limited to, school closings (Minn. Stat. § 123B.51), education district establishment (Minn. Stat. § 123A.15), and agreements for secondary education (Minn. Stat. § 123A.30). Additionally, other public hearings may be held by the school board on school district matters at the discretion of the school board.

B. Notice of Public Hearings

Public notice of a public hearing required by law shall be given as provided by the enabling legislation. Public notice of other hearings shall be given in the manner required for a regular meeting if held in conjunction with a regular meeting, in the manner required for a special meeting if held in conjunction with a special meeting, or as otherwise determined by the school board.

C. Public Participation

The school board retains the right to require that those in attendance at a public hearing indicate their desire to address the school board and complete and file with the clerk of the school board an appropriate request card prior to the commencement of the hearing if the school board utilizes this procedure. In that case, any request to address the school board after the commencement of the hearing will be granted only at the discretion of the school board.

1. Format of Request: If required by the school board, a written request of an individual or a group to address the school board shall contain the name and address of the person or group seeking to address the school board. It shall also contain the name of the group represented, if any, and a brief statement of the subject to be covered or the issue to be addressed.
2. Time Limitation: The school board retains the discretion to limit the time for each presentation as needs dictate.

3. Groups: The school board retains the discretion to require that any group of persons who desire to address the school board designate one representative or spokesperson. In the event that the school board requires the designation of a representative or spokesperson, no other person in the group will be recognized to address the school board, except as otherwise determined by the school board.
4. Privilege to Speak: A school board member should direct any remarks or questions through the chair. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
5. Personal Attacks: Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
6. Limitations on Participation: Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

Legal References: Minn. Stat. § 123A.15 (Education District Establishment)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123B.51 (School Closings)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)

Adopted: MSBA/MASA Model Policy 209
Orig. 1995
Revised: Rev. 2009

209 CODE OF ETHICS

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1. Attend school board meetings.
2. Come to the meetings prepared for discussion of the agenda items.
3. Listen to the opinions and views of others (including, but not limited to, other school board members, administration, staff, students, and community members).
4. Vote my conscience after informed discussion, unless I abstain because a conflict of

interest exists.

5. Support the decision of the school board, even if my position concerning the issue was different.
6. Recognize the integrity of my predecessors and associates and appreciate their work.
7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.
8. Inform myself about the proper duties and functions of a school board member.

B. IN PERFORMING THE PROPER FUNCTIONS OF A SCHOOL BOARD MEMBER, I WILL:

1. Focus on education policy as much as possible.
2. Remember my responsibility is to set policy – not to implement policy.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.
4. Recognize that my responsibility, exercised through the actions of the school board as a whole, is to see that the schools are properly run – not to run them myself.
5. Work through the superintendent – not over or around the superintendent.
6. Delegate the implementation of school board decisions to the superintendent.

C. TO MAINTAIN RELATIONS WITH OTHER MEMBERS OF THE SCHOOL BOARD, I WILL:

1. Respect the rights of others to have and express opinions.
2. Recognize that authority rests with the school board in legal session – not with the individual members of the school board except as authorized by law.
3. Make no disparaging remarks, in or out of school board meetings, about other members of the school board or their opinions.
4. Keep an open mind about how I will vote on any proposition until the board has met and fully discussed the issue.
5. Make decisions by voting in school board meetings after all sides of debatable questions have been presented.
6. Insist that committees be appointed to serve only in an advisory capacity to the school board.

D. IN MEETING MY RESPONSIBILITIES TO MY COMMUNITY, I WILL:

1. Attempt to appraise and plan for both the present and future educational needs of

the school district and community.

2. Attempt to obtain adequate financial support for the school district's programs.
3. Insist that business transactions of the school district be ethical and open.
4. Strive to uphold my responsibilities and accountability to the taxpayers in my school district.

E. IN WORKING WITH THE SUPERINTENDENT OF SCHOOLS AND STAFF, I WILL:

1. Hold the superintendent responsible for the administration of the school district.
2. Give the superintendent authority commensurate with his or her responsibilities.
3. Assure that the school district will be administered by the best professional Personnel available.
4. Consider the recommendation of the superintendent in hiring all employees.
5. Participate in school board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.
6. Insist the superintendent keep the school board adequately informed at all times.
7. Offer the superintendent counsel and advice.
8. Recognize the status of the superintendent as the chief executive officer and a non-voting, ex officio member of the school board.
9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole school board for proper referral according to the chain of command.
10. Present any personal criticisms of employees to the superintendent.
11. Provide support for the superintendent and employees of the school district so they may perform their proper functions on a professional level.

F. IN FULFILLING MY LEGAL OBLIGATIONS AS A SCHOOL BOARD MEMBER, I WILL:

1. Comply with all federal, state, and local laws relating to my work as a school board member.
2. Comply with all school district policies as adopted by the school board.
3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.

4. Recognize that school district business may be legally transacted only in an open meeting of the school board.
5. Avoid conflicts of interest and refrain from using my school board position for personal gain.
6. Take no private action that will compromise the school board or administration.
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Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09 (School Board Powers)
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Cross References: MSBA Service Manual, Chapter 1, School Board Member Code of Ethics

Adopted: MSBA/MASA Model Policy 203.2
Orig. 1997
Revised: Rev. 2007

203.2 ORDER OF THE REGULAR SCHOOL BOARD MEETING

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- ~~5.~~ 3. Consent agenda.
- ~~6.~~ 4. Presentation of additional bills for payment. Acknowledgement of gifts/donations.
5. Open Forum
- ~~7.~~ 6. Reports
 - Student Council Representative
 - Elementary Principal
 - Activities/Community Ed Director
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- ~~8.~~ 7. Written communications. Acknowledge Braham HONORS recipients.

- ~~9.~~ ~~8.~~ ~~Superintendent's announcements.~~ **Board Members**
- 9. Action items**
- ~~10.~~ ~~Other old or unfinished business.~~ **Reminder of next board meeting**
- ~~11.~~ ~~New business.~~
- ~~12.~~ **11. Adjournment.**

[Note: The school board should incorporate its preferred order of business into this policy.]

- B. Items in this order may be considered as part of a consent agenda.
- C. The school board may depart from the order of business with the consent of the majority of members present.

Legal References: Minn. Stat. § 123B.09, Subd. 7 (School Board Powers)
Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
 MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)
 MSBA/MASA Model Policy 203.6 (Consent Agendas)

Adopted: *MSBA/MASA Model Policy 207*
Orig. 1995
 Revised: *Rev. 2009*

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Legal References: Minn. Stat. § 123A.15 (Education District Establishment)
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5. Support the decision of the school board, even if my position concerning the issue was different.
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8. Inform myself about the proper duties and functions of a school board member.

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5. Work through the superintendent – not over or around the superintendent.
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2. Recognize that authority rests with the school board in legal session – not with the individual members of the school board except as authorized by law.
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D. IN MEETING MY RESPONSIBILITIES TO MY COMMUNITY, I WILL:

1. Attempt to appraise and plan for both the present and future educational needs of the school district and community.
2. Attempt to obtain adequate financial support for the school district's programs.
3. Insist that business transactions of the school district be ethical and open.
4. Strive to uphold my responsibilities and accountability to the taxpayers in my school district.

E. IN WORKING WITH THE SUPERINTENDENT OF SCHOOLS AND STAFF, I WILL:

1. Hold the superintendent responsible for the administration of the school district.
2. Give the superintendent authority commensurate with his or her responsibilities.
3. Assure that the school district will be administered by the best professional Personnel available.
4. Consider the recommendation of the superintendent in hiring all employees.
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6. Insist the superintendent keep the school board adequately informed at all times.
7. Offer the superintendent counsel and advice.
8. Recognize the status of the superintendent as the chief executive officer and a non-voting, ex officio member of the school board.
9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole school board for proper referral according to the chain of command.
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may perform their proper functions on a professional level.

F. IN FULFILLING MY LEGAL OBLIGATIONS AS A SCHOOL BOARD MEMBER, I WILL:

1. Comply with all federal, state, and local laws relating to my work as a school board member.
2. Comply with all school district policies as adopted by the school board.
3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.
4. Recognize that school district business may be legally transacted only in an open meeting of the school board.
5. Avoid conflicts of interest and refrain from using my school board position for personal gain.
6. Take no private action that will compromise the school board or administration.
7. Guard the confidentiality of information that is protected under applicable law.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
 Minn. Stat. § 123B.09 (School Board Powers)
 Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Cross References: MSBA Service Manual, Chapter 1, School Board Member Code of Ethics

Adopted: MSBA/MASA Model Policy 211

Orig. 1995

Revised: Rev. 2006

211 CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER, EMPLOYEE, OR STUDENT

I. PURPOSE

The purpose of this policy is to provide guidance as to the school district’s position, rights, and responsibilities when a civil or criminal action is pending against the school district, or a school board member, school district employee, or student.

II. GENERAL STATEMENT OF POLICY

- A. The school district recognizes that, when civil or criminal actions are pending against a school board member, school district employee, or student, the school district may be requested or required to take action.
- B. In responding to such requests and/or requirements, the school district will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for staff and students and is conducive to learning.

- C. The school district acknowledges its statutory obligations with respect to providing assistance to school board members and teachers who are sued in connection with performance of school district duties. Collective bargaining agreement and school district policies may also apply.

III. CIVIL ACTIONS

- A. Pursuant to Minn. Stat. § 466.07, Subd. 1, the school district shall defend and indemnify any school board member or school district employee for damages in school-related litigation, including punitive damages, claimed or levied against the school board member or employee, provided that he or she was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.
- B. Pursuant to Minn. Stat. §123B.25(b), with respect to teachers employed by the school district, upon written request of the teacher involved, the school district shall provide legal counsel for any school teacher against whom a claim is made or action is brought for recovery of damages in any tort action involving physical injury to any person or property or for wrongful death arising out of or in connection with the employment of the teacher with the school district. The school district will choose legal counsel after consultation with the teacher.

- C. Data Practices

Educational data and personnel data maintained by the school district may be sought as evidence in a civil proceeding. The school district will release the data only pursuant to the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g and related regulations. When an employee is subpoenaed and is expected to testify regarding educational data or personnel data, he or she is to inform the building administrator or designated supervisor, who shall immediately inform the superintendent or designee. No school board member or employee may release data without consultation in advance with the school district official who is designated as the authority responsible for the collection, use, and dissemination of data.

- D. Service of Subpoenas

It is the policy of the school district that its officers and employees will normally not be involved in providing service of process for third parties in the school setting.

- E. Leave to Testify

Leave for employees appearing in court, either when sued or under subpoena to testify, will be considered in accordance with school district personnel policies and applicable collective bargaining agreements.

IV. CRIMINAL CHARGES OR CONDUCT

- A. Employees

1. The school district expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.
2. If the school district receives information relating to activities of a criminal nature by an employee, the school district will investigate and take appropriate disciplinary action, which may include discharge, subject to school district policies, statutes, and provisions of applicable collective bargaining agreements.

3. Pursuant to Minn. Stat. § 123B.02, Subd. 20, if reimbursement for a criminal defense is requested by a school district employee, the school board may, after consulting with its legal counsel, reimburse the employee for any costs and reasonable attorney fees incurred by the employee to defend criminal charges brought against the employee arising out of the performance of duties for the school district. The decision as to whether to reimburse shall be made in the discretion of the school board. A school board member who is a witness or an alleged victim in the case may not vote on the reimbursement. If a quorum of the school board is disqualified from voting on the reimbursement, the reimbursement must be approved by a judge of the district court.

B. Students

The school district has an interest in maintaining a safe and healthful environment and in preventing disruption of the educational process. In order to further that interest, the school district will take appropriate action regarding students convicted of crimes that relate to the school environment.

C. Criminal Investigations

1. It is the policy of the school district to cooperate with law enforcement officials. The school district will make all efforts, however, to encourage law enforcement officials to question students and employees outside of school hours and off school premises unless there are extenuating circumstances or the matter being investigated is school-related, or as otherwise provided by law.
2. If such questioning at school is unavoidable, the school district will attempt to maintain confidentiality, to avoid embarrassment to students and employees and to avoid disruption of the educational program. The school district will attempt to notify parents of a student under age 18 that police will be questioning their child. Normally, the superintendent, principal, or other appropriate school official will be present during the interview, except as otherwise required by law (Minn. Stat. § 626.556, Subd. 10), or as otherwise determined in consultation with the parent or guardian.

D. Data Practices

The school district will release to juvenile justice and law enforcement authorities educational and personnel data only in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) and 20 U.S.C. § 1232g (FERPA).

V. STATEMENTS WHEN LITIGATION IS PENDING

The school district recognizes that when a civil or criminal action is commenced or pending, parties to the lawsuit have particular duties in reference to persons involved or named in the lawsuit, as well as insurance carrier(s). Therefore, school board members or school district employees shall make or release statements in that situation only in consultation with legal counsel.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 123B.02, Subd. 20 (Legal Counsel, Reimbursement)
Minn. Stat. § 123B.25(b) (Actions Against Teachers)
Minn. Stat. § 466.07, Subd. 1 (Indemnification)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
42 U.S.C. § 1983 (Civil Action for Depriving Rights)
Minn. Op. Atty. Gen. 169 (Mar. 7, 1963)
Minn. Op. Atty. Gen. 169 (Nov. 3, 1943)
Dyppress v. School Committee of Boston, 446 N.E.2d 1099 (Mass. App. Ct. 1983)
Wood v. Strickland, 420 U.S. 308, 95 S.Ct. 992, 43 L.Ed.2d 214 (1975)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
 MSBA/MASA Model Policy 408 (Subpoena of a School District Employee)
 MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted: *MSBA/MASA Model Policy 212*
Orig. 1995
 Revised: *Rev. 2005*

212 SCHOOL BOARD MEMBER DEVELOPMENT

I. PURPOSE

In recognition of the need for continuing inservice training and development for its members, the purpose of this policy is to encourage the members of the school board to participate in professional development activities designed for them so that they may perform their responsibilities.

II. GENERAL STATEMENT OF POLICY

- A. New school board members will be provided the opportunity and encouragement to attend the orientation and training sessions sponsored by the Minnesota School Boards Association (MSBA). School board members shall receive training in school finance and management developed in consultation with MSBA.
- B. All school board members are encouraged to participate in school board and related workshops and activities sponsored by local, state, and national school boards associations, as well as in the activities of other educational groups.
- C. School board members are expected to report back to the school board with materials of interest gathered at the various meetings and workshops.
- D. The school board will reimburse the necessary expenses of all school board members who attend meetings and conventions pertaining to school activities and the objectives of the school board, within the approved policy and budget allocations of the school district relating to the reimbursement of expenses involving the attendance at workshops and conventions.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)
Cross References: MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)
 MSBA/MASA Model Policy 412 (Expense Reimbursement)

Adopted: *MSBA/MASA Model Policy 213*
Orig. 1996
 Revised: *Rev. 2007*

213 SCHOOL BOARD COMMITTEES

[Note: Many school boards utilize either standing or ad hoc committees, or both. On the other hand, some school boards avoid the use of committees for the most part because of the danger of fragmentation of the governance process. The objective of this policy is to provide a framework for those school boards which elect

to utilize committees or subcommittees. Further, this policy is designed to apply only to committees or subcommittees made up of elected school board members. Other considerations will apply to committees established by the school board involving members of the public, employees, students, parents, etc.]

I. PURPOSE

The purpose of this policy is to provide for the structure and the operation of committees or subcommittees of the school board.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school board to designate school board committees or subcommittees when it is determined that a committee process facilitates the mission of the school board.
- B. The school board has determined that certain permanent standing committees, as described in this policy, to facilitate the operation of the school board and the school district.
- C. A school board committee or subcommittee will be formed by school board resolution which shall outline the duties and purpose of the committee or subcommittee.
- D. A committee or subcommittee is advisory in nature and has only such authority as specified by the school board.
- E. The school board will receive reports or recommendations from a committee or subcommittee for consideration. The school board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.
- F. The school board also may establish such ad hoc committees for specific purposes as it deems appropriate.
- G. The school board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.
- H. A committee of the school board shall not appoint a subcommittee of that committee without approval of the school board.

III. APPOINTMENT OF COMMITTEES

- A. The school board hereby appoints the following standing committees:
 - 1. ~~Audit~~—Budget Advisory
 - 2. Building and Grounds.
 - 3. Central MN Serv Co-op/ Resource Training Solutions
 - 4. Community Education Advisory Council
 - 5. Donald F. Olson Scholarship
 - 6. ECMECC
 - 7. World's Best WorkForce
 - 8. Isanti County Human Rights Commission
 - 9. Isanti Co. Interagency Collaborative
 - 10. Legislative (Schools for Equity in Education SEE)
 - 11. Meet & Confer
 - 12. MN State HS League

- 13. ~~2~~ Policy.
- 14. RRSEC Joint Powers Agreement
- 15. Technology
- 16. ~~4~~ Negotiations Committee(s) for various employee groups.

[Note: Each school district should determine which, if any, standing committees the school board wishes to establish.]

- B. The school board will establish, by resolution, for each standing or ad hoc committee the number of members, the term and the charge or mission of each such committee.
- C. The school board chair shall appoint the members of each standing or ad hoc committee and designate the chair thereof.

IV. PROCEDURES FOR SCHOOL BOARD COMMITTEES

- A. All meetings of committees or subcommittees shall be open to the public in compliance with the Open Meeting Law, and notice shall be given as prescribed by law.
- B. A committee or subcommittee shall act only within the guidelines and mission established for that committee or subcommittee by the school board.

The board may consider clarifying these two sections:

- C. Actions of a committee or subcommittee shall be by majority vote and be consistent with the governing rules of the school board.**
- D. The committee or subcommittee shall designate a secretary who will record the minutes of actions of the school board committee.**
- E. The power of a committee or subcommittee of the school board is advisory only and is limited to making recommendations to the school board.
- F. A committee or subcommittee of the school board shall, when appropriate, clarify in any dealings with the public that its powers are only advisory to the school board.

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)
Cross References: MSBA/MASA Model Policy 201 (Legal Status of the School Board)
 MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
 MSBA Service Manual, Chapter 13, School Law Bulletin “C” (Minnesota’s Open Meeting Law)

Adopted: *MSBA/MASA Model Policy 403*
Orig. 1995
 Revised: *Rev. 1999*

403 DISCIPLINE, SUSPENSION, AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES

I. PURPOSE

The purpose of this policy is to achieve the effective operation of the school district’s programs through the cooperation of all employees under a system of policies and rules applied fairly and uniformly.

II. GENERAL STATEMENT OF POLICY

The disciplinary process described herein is designed to utilize progressive steps, where appropriate, to produce positive corrective action. While the school district intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the school district.

III. DISCIPLINE

A. Violation of School Laws and Rules

The form of discipline imposed for violations of school laws and rules may vary from an oral reprimand to termination of employment or discharge depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary action of the same or a different nature. School laws and rules to which this provision applies include:

1. policies of the school district;
2. directives and/or job requirements imposed by administration and/or the employee's supervisor; and
3. federal, state and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

B. Substandard Performance

An employee's substandard performance may result in the imposition of discipline ranging from an oral reprimand to termination of employment or discharge. In most instances, discipline imposed for the reason of substandard performance will follow a progressive format and will be accompanied by guidance, help and encouragement to improve from the employee's supervisor and reasonable time for correction of the employee's deficiency.

C. Misconduct

Misconduct of an employee will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct which falls into this category includes, but is not limited to:

1. unprofessional conduct;
2. failure to observe rules, regulations, policies and standards of the school district and/or directives and orders of supervisors and any other act of an insubordinate nature;
3. continuing neglect of duties in spite of oral warnings, written warnings and/or other forms of discipline;
4. personal and/or immoral misconduct;
5. use of illegal drugs, alcohol or any other chemical substance on the job or any use off the job which impacts on the employee's performance;
6. deliberate and serious violation of the rights and freedoms of other employees, students, parents or other persons in the school community;
7. activities of a criminal nature relating to the fitness or effectiveness of the employee to perform the duties of the position;
8. failure to follow the canons of professional and personal ethics;
9. falsification of credentials and experience;
10. unauthorized destruction of school district property;
11. other good and sufficient grounds relating to any other act constituting inappropriate conduct;
12. neglect of duty;
13. violation of the rights of others as provided by federal and state laws related to human rights.

IV. FORMS OF DISCIPLINE

A. The forms of discipline that may be imposed by the school district include, but are not limited to:

- 1. oral warning;
- 2. written warning or reprimand;
- 3. probation;
- 4. disciplinary suspension, demotion or leave of absence with pay;
- 5. disciplinary suspension, demotion or leave of absence without pay; and
- 6. dismissal/termination or discharge from employment.

B. Other forms of discipline, including any combination of the forms described in Paragraph A., above, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish the school district's objective of stopping or correcting the offending conduct and improving the employee's performance.

V. PROCEDURES FOR ADMINISTERING POLICY

A. In an instance where any form of discipline is imposed, the employee's supervisor will:

- 1. Advise the employee of any inadequacy, deficiency or conduct which is the cause of the discipline, either orally or in writing. If given orally, the supervisor will document the fact that an oral warning was given to the employee specifying the date, time and nature of the oral warning.
- 2. Provide directives to the employee to correct the conduct or performance.
- 3. Forward copies of all writings to the administrator in charge of personnel for filing in the employee's personnel file.
- 4. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.
- 5. Specify the expected level of performance or modification of conduct to be required from the employee.

B. The school district retains the right to immediately discipline, terminate or discharge an employee as appropriate, subject to relevant governing law and collective bargaining agreements where applicable.

Legal References: Minn. Stat. § 122A.40 (Teachers – Employment; Contracts; Termination)

Minn. Stat. § 122A.41 (Teacher Tenure)

Minn. Stat. § 122A.44 (Contracting with Teachers)

Minn. Stat. § 122A.58 (Coaches)

Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)

Minn. Stat. § 123B.143 (Superintendent)

Minn. Stat. § 123B.147 (Principals)

Minn. Stat. § 197.46 *et seq.* (Veterans Preference Act)

Cross References: MSBA Service Manual, Chapter 3, Employees

Adopted:

MSBA/MASA Model Policy 408

Orig. 1995

Revised:

Rev. 2007

408 SUBPOENA OF A SCHOOL DISTRICT EMPLOYEE

I. PURPOSE

The purpose of this policy is to protect the privacy rights of school district employees and students under both state and

federal law when requested to testify or provide educational records for a judicial or administrative proceeding.

II. GENERAL STATEMENT OF POLICY

This policy is to provide guidance and direction for school district employees who may be subpoenaed to testify and/or provide educational records for a judicial or administrative proceeding.

III. DATA CLASSIFICATION

A. Educational Data

1. State Law

The Minnesota Government Data Practices Act (MGDPA), Minn. Stat. Ch. 13, classifies all educational data, except for directory information as designated by the school district, as private data on individuals. The state statute provides that **private data on individuals may not be released, except pursuant to a valid court order or informed consent by the subject of the data or a parent if the subject of the data is a minor.**

2. Federal Law

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, provides that educational data may not be released, except pursuant to informed consent by the individual subject of the data or any lawfully issued subpoena. Regulations promulgated under the federal law require that the school district must first make a reasonable effort to notify the parent of the student, or the student if the student is 18 years of age or older, of the subpoena in advance of releasing the information pursuant to the subpoena.

B. Personnel Data

The MGDPA, Minn. Stat. Ch. 13, also classifies all personnel data, except for certain data specifically classified as public, as private data on individuals. The state statute provides that **private data on individuals may not be released, except pursuant to a valid court order or informed consent by the subject of the data.**

IV. APPLICATION AND PROCEDURES

A. Any employee who receives a subpoena for any purpose related to employment is to inform the building administrator or designated supervisor when the employee receives the subpoena. The building administrator or designated supervisor shall immediately inform the superintendent that the employee has received a subpoena.

B. No employee may release educational data, personnel data, or any other data of any kind without consultation in advance with the school district official who is designated as the authority responsible for the collection, use and dissemination of data.

C. Payment for attendance at judicial or administrative proceedings and the retention of witness and mileage fees is to be determined in accordance with the applicable school board policies and collective bargaining agreements.

D. The administration shall not release any information except in strict compliance with state and federal

law and this policy. Recognizing that an unauthorized release may expose the school district or its employees to civil or criminal penalties or loss of employment, the administration shall confer with school district legal counsel prior to release of such data.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Rules 1205.0100, Subp. 5 (Minnesota Rules Regarding Data Practices)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records – Privacy – Access to Data)

Adopted: *MSBA/MASA Model Policy 409*
Orig. 1995
Revised: *Rev. 2008*

409 EMPLOYEE PUBLICATIONS, INSTRUCTIONAL MATERIALS, INVENTIONS, AND CREATIONS

I. PURPOSE

The purpose of this policy is to identify and reserve the proprietary rights of the school district to certain publications, instructional materials, inventions, and creations which employees may develop or create, or assist in developing or creating, while employed by the school district.

II. GENERAL STATEMENT OF POLICY

Unless the employee develops, creates or assists in developing or creating a publication, instructional material, computer program, invention or creation entirely on the employee’s own time and without the use of any school district facilities or equipment, the employee shall immediately disclose and, on demand of the school district, assign any rights to publications, instructional materials, computer programs, materials posted on websites, inventions or creations which the employee develops or creates or assists in developing or creating during the term of employee’s employment and for **2 years** thereafter. In addition, employees shall sign such documents and perform such other acts as may be necessary to secure the rights of the school district relating to such publications, instructional materials, computer programs, materials posted on websites, inventions and/or creations, including domestic and foreign patents and copyrights.

III. NOTICE OF POLICY

The school district shall give employees notice of this policy by such means as are reasonably likely to inform them of this policy.

Legal References: Minn. Stat. § 181.78 (Agreements; Terms Relating to Inventions)
17 U.S.C. § 101 *et seq.* (Copyrights)

Cross References:

Adopted: *MSBA/MASA Model Policy 422*
Orig. 1995
Revised: *Rev. 2012*

422 POLICIES INCORPORATED BY REFERENCE

PURPOSE

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. In order to avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies which also apply to employees:

Model Policy 102	Equal Educational Opportunity
Model Policy 103	Complaints – Students, Employees, Parents, Other Persons
Model Policy 206	Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations
Model Policy 211	Criminal or Civil Action Against School District, School Board Member, Employee, or Student
Model Policy 305	Policy Implementation
Model Policy 505	Distribution of Non-school Sponsored Materials on School Premises by Students and Employees
Model Policy 507	Corporal Punishment
Model Policy 510	Student Activities
Model Policy 511	Student Fundraising
Model Policy 517	Student Recruiting
Model Policy 518	DNR-DNI Orders
Model Policy 519	Interviews of Students by Outside Agencies
Model Policy 524	Internet Acceptable Use and Safety Policy
Model Policy 525	Violence Prevention
Model Policy 610	Field Trips
Model Policy 710	Extracurricular Transportation
Model Policy 711	Video Recording on School Buses
Model Policy 712	Video Surveillance Other Than on Buses
Model Policy 802	Disposition of Obsolete Equipment and Material

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Legal References:

Cross References:

Adopted:	<i>MSBA/MASA Model Policy 422</i>
	<i>Orig. 1995</i>
Revised:	<i>Rev. 2012</i>

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Model Policy 211	Criminal or Civil Action Against School District, School Board Member, Employee, or Student
Model Policy 305	Policy Implementation
Model Policy 505	Distribution of Non-school Sponsored Materials on School Premises by Students and Employees
Model Policy 507	Corporal Punishment
Model Policy 510	Student Activities
Model Policy 511	Student Fundraising
Model Policy 517	Student Recruiting
Model Policy 518	DNR-DNI Orders
Model Policy 519	Interviews of Students by Outside Agencies
Model Policy 524	Internet Acceptable Use and Safety Policy
Model Policy 525	Violence Prevention
Model Policy 610	Field Trips
Model Policy 710	Extracurricular Transportation
Model Policy 711	Video Recording on School Buses
Model Policy 712	Video Surveillance Other Than on Buses
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Legal References:

Cross References:

Adopted:	<i>MSBA/MASA Model Policy 423</i>
	<i>Orig. 1999</i>
Revised:	<i>Rev. 2009</i>

423 EMPLOYEE-STUDENT RELATIONSHIPS

I. PURPOSE

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.
- B. At all times, students will be treated by teachers and other school district employees with respect, courtesy, and

consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.

C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.

D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.

E. Other actions that violate this policy include, but are not limited to, the following:

1. Dating students.
2. Having any interaction/activity of a sexual nature with a student.
3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.

F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

[Note: Such safeguards may include the following: avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one, and/or making sure that such meetings with a student take place in rooms with windows and/or others nearby.]

G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.

H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.

B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. It also may include reporting to appropriate state or federal authorities, including the Board of Teaching or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable

collective bargaining agreements, Minnesota and federal law, and school district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

- Legal References:** Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)
Minn. Stat. § 122A.20, Subd 2 (Mandatory Reporting to Minnesota Board of Teaching)
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Mandatory immediate discharge of teachers with license revocations due to child or sex abuse convictions)
Minn. Stat. §§ 609.341-609.352 (Defining “intimate parts” and “position of authority” as well as detailing various sex offenses)
Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minn. Rules Part 8700.7500 (Code of Ethics for Minnesota Teachers)
- Cross References:** MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 421 (Gifts to Employees)
MSBA/MASA Model Policy 507 (Corporal Punishment)

Adopted: *MSBA/MASA Model Policy 504*
Orig. 1995
Revised: *Rev. 2002*

504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student’s parent(s) or guardian(s).

B. Appropriate clothing includes, but is not limited to, the following:

1. Clothing appropriate for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing appropriate for the activity (i.e., physical education or the classroom).

C. Inappropriate clothing includes, but is not limited to, the following:

1. “Short shorts,” skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.

2. Clothing bearing a message that is lewd, vulgar, or obscene.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in MSBA/MASA Model Policy 413.
5. Any apparel or footwear that would damage school property.

D. Hats are not allowed in the building except with the approval of the building principal (i.e., student undergoing chemotherapy; medical situations).

E. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.

F. “Gang,” as defined in this policy, means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. “Pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

III. PROCEDURES

A. When, in the judgment of the administration, a student’s appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.

B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.

C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

Legal References: U. S. Const., amend. I
 Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
 B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
 Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
 Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
 B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
 D.B. ex rel. Brogdon v. Lafon, 217 Fed.Appx. 518 (6th Cir. 2007)
 Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
 Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
 McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)
 Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
 Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 525 (Violence Prevention)

Revised:

505 DISTRIBUTION OF NON-SCHOOL SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, non-school sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the following regulations and procedures regarding distribution of non-school sponsored material on school property and at school activities.

III. DEFINITIONS

A. "Distribute" or "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.

B. "Non-school sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of non-school sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
2. The material depicts or describes, in a manner that is patently offensive to Prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

D. "Minor" means any person under the age of eighteen (18).

E. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.
2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

F. “School activities” means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

G. “Libelous” is a false and unprivileged statement about a specific individual that tends to harm the individual’s reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, non-school sponsored material.

B. Requests for distribution of non-school sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. is obscene to minors;
2. is libelous or slanderous;
3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
4. advertises or promotes any product or service not permitted to minors by law;
5. advocates violence or other illegal conduct;
6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person’s race, religious, or ethnic origin);
7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. Distribution by students and employees of non-school sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited

to, the following:

1. whether the material is educationally related;
2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;
3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
4. the quantity or size of materials to be distributed;
5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;
6. whether distribution would require that non-school persons be present on the school grounds;
7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

- A. No non-school sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.
- B. Distribution of non-school sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.
- C. No one shall coerce a student or staff member to accept any publication.
- D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

- A. Any student or employee wishing to distribute (as defined in this policy) non-school sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:
 1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.
 2. Date(s) and time(s) of day intended for distribution.
 3. Location where material will be distributed.
 4. If material is intended for students, the grade(s) of students to whom the distribution is intended.
- B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.
- C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.
- D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not

counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

A. Distribution by any student of non-school sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district’s Student Discipline Policy.

B. Distribution by any employee of non-school sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.

C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks and posted in school buildings.

IX. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

[Note: School districts are encouraged to consider additional guidelines which reflect varied local practices relating to this subject matter including addressing the subject of consistency and uniformity for approving or disapproving practices under this policy.]

Legal References: U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675, 106 S.Ct. 3159, 92 L.Ed.2d 549 (1986)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)
Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)
Victory Through Jesus Sports Ministry Foundation v. Lee’s Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011), cert. denied ___U.S. ___, 132 S.Ct. 592 (2011)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 512 (School-Sponsored Student Publications)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Non-school Persons)

Adopted: *MSBA/MASA Model Policy 512*
Orig. 1995
Revised: *Rev. 2002*

512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of official school publications and activities while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

II. GENERAL STATEMENT OF POLICY

[Note: A school district generally will wish to reserve a forum it sponsors for its intended purpose in light of the special characteristics of the school environment. By doing so, the school district will have more authority/editorial control over student expression in such a forum. Sponsorship alone may not be enough, however. If the exercise of control is challenged, courts will examine factors such as whether the school district's purpose in creating the forum was educational, whether school officials supervised the publication or activity and exercised editorial control over the contents, whether the materials were produced as part of the curriculum, and whether students received grades and academic credit for the publication or activity. If a forum is reserved, regulation of student expression as in Section IV.B. of this policy will be permissible. If a forum is not reserved, but rather is opened for public communication by tradition or designation, then only the limited regulation of speech as described in Section IV.A. of this policy will be permissible.]

A. The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities.

B. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.

C. Students who believe their right to free expression has been unreasonably restricted in an official student publication or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.

1. Students producing official school publications and activities shall be under the supervision of a faculty advisor and the school principal. Official publications and activities shall be subject to the guidelines set forth below.
2. Official school publications may be distributed at reasonable times and locations.

III. DEFINITIONS

A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing materials in internal staff or student mailboxes.

B. "Official school publications" means school newspapers, yearbooks, or material produced in communications, journalism, or other writing classes as a part of the curriculum.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the

adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

D. “Minor” means any person under the age of eighteen (18).

E. “Material and substantial disruption” of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

F. “School activities” means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

G. “Libelous” is a false and unprivileged statement about a specific individual that tends to harm the individual’s reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

A. Expression in an official school publication or school-sponsored activity is prohibited when the material:

1. is obscene to minors;
2. is libelous or slanderous;
3. advertises or promotes any product or service not permitted for minors by law;
4. encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;
5. expresses or advocates sexual, racial, or religious harassment or violence or prejudice;
6. is distributed or displayed in violation of time, place, and manner regulations.

B. Expression in an official school publication or school-sponsored activity is subject to editorial control by the school district over the style and content so long as the school district’s actions are reasonably related to legitimate pedagogical concerns. These may include, but are not limited to, the following:

1. assuring that participants learn whatever lessons the activity is designed to teach;
2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;
3. assuring that the views of the individual speaker are not erroneously attributed to the school;

4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;
5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;
6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

C. Time, Place, and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

1. Time

Distribution shall be limited to the hours before the school day begins, during lunch hour and after school is dismissed.

2. Place

Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entry ways, and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

3. Manner

No one shall induce or coerce a student or staff member to accept a student publication.

Legal References: U. S. Const., amend. I

Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)

Bystrom v. Fridley High School, I.S.D. No. 14, 822 F. 2d 747 (8th Cir. 1987)

Morse v. Frederick, 551 U.S. 393, 127 S.Ct. 2618, 168 L.Ed.2d 290 (2007)

Cross References: MSBA/MASA Model Policy 505 (Distribution of Non-school Sponsored Materials on School Premises by Students and Employees)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Non-school Persons)

Adopted:

MSBA/MASA Model Policy 517

Orig. 1995

Revised:

Rev. 2000

#517 STUDENT RECRUITING

I. PURPOSE

The purpose of this policy is to prevent school district employees from exerting undue influence for purposes of securing or retaining the attendance of a student in a school.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the school district to encourage employees to make available to all interested people information regarding the school district, its schools, programs, policies, and procedures. The purpose of such activity is to assist in the process of fully informed decision making regarding school enrollment and to

enhance the visibility and image of the school district.

B. At the same time, the school district recognizes that the scope of such activity is limited by statutory authority and bylaws of the Minnesota State High School League. Accordingly, it shall be a violation of this policy for employees to exert undue influence for purposes of securing or retaining the attendance of a student in a school or to compete with another school district for the enrollment of students.

C. Employees are further prohibited from encouraging others to engage in such conduct on behalf of the school district.

III. DEFINITION

A. The terms “undue influence” or “competing for enrollment” shall include initiating any oral or written contact with a student from another school district who participates in a school-sponsored sport or activity which solicits the student’s transfer to participate in a sport or activity.

B. The terms shall also include the awarding of tuition, allowance for board and/or room, allowance for transportation, priority in assignments of jobs, cash or gifts in any form, or any other privilege or consideration if not similarly available to all students.

IV. PROCEDURES

A. The school board shall adopt, by resolution, specific standards for acceptance and rejection of applications for open enrollment. Standards may include the capacity of a program, class, school building, or the statutory limits to nonresident enrollment in a particular grade level, or whether the student is currently expelled for (1) possessing a dangerous weapon, as defined under federal law, at a school or school function; (2) possession or using an illegal drug at school or at a school function; (3) selling or soliciting the sale of a controlled substance while at school or a school function; or committing a first, second or third degree assault as described in state law. Standards for acceptance and rejection of open-enrollment applications are subject to the Graduation Incentives Program and may not include previous academic achievement, athletic or other extracurricular ability, disabling conditions, proficiency in the English language, previous disciplinary proceedings, or the student’s district of residence.

B. Employees who violate the provisions of the policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, school district policies, and the bylaws of the Minnesota High School League, as applicable.

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

Minn. Stat. § 124D.68 (Graduation Incentives Program)

Minnesota State High School League Bylaws

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

MSBA Service Manual, Chapter 10, Minnesota State High School League (MSHSL)

Adopted: *MSBA/MASA Model Policy 523*

Orig. 1995

Revised: *Rev. 2012*

523 POLICIES INCORPORATED BY REFERENCE

PURPOSE

Certain policies as contained in this policy reference manual are applicable to students as well as to employees. In order to avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies which also apply to students:

Model Policy 102	Equal Educational Opportunity
Model Policy 103	Complaints – Students, Employees, Parents, Other Persons
Model Policy 206	Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations
Model Policy 211	Criminal or Civil Action Against School District, School Board Member, Employee, or Student
Model Policy 305	Policy Implementation
Model Policy 413	Harassment and Violence
Model Policy 417	Chemical Use and Abuse
Model Policy 418	Drug-Free Workplace/Drug-Free School
Model Policy 419	Tobacco-Free Environment
Model Policy 420	Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions
Model Policy 511	Student Fundraising
Model Policy 524	Internet Acceptable Use and Safety Policy
Model Policy 525	Violence Prevention
Model Policy 610	Field Trips
Model Policy 613	Graduation Requirements
Model Policy 614	School District Testing Plan and Procedure
Model Policy 615	Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students
Model Policy 616	School District System Accountability
Model Policy 707	Transportation of Public School Students
Model Policy 708	Transportation of Nonpublic School Students
Model Policy 709	Student Transportation Safety Policy
Model Policy 710	Extracurricular Transportation
Model Policy 711	Video Recording on School Buses
Model Policy 712	Video Surveillance Other Than on Buses
Model Policy 801	Equal Access to School Facilities

Students are charged with notice that the above cited policies are also applicable to students; however, students are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Legal References:

Cross References:

Adopted: *MSBA/MASA Model Policy 525*
Orig. 1996
 Revised: *Rev. 2005*

525 VIOLENCE PREVENTION [APPLICABLE TO STUDENTS AND STAFF]

I. PURPOSE

The purpose of this policy is to recognize that violence has increased and to identify measures that the school district will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior.

The school board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities and on school grounds, buses, or field trips while under school district supervision.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to strictly enforce its weapons policy (Policy 501).
- B. The policy of the school district is to act promptly in investigating all acts, or formal or informal complaints, of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- C. The administration will periodically review discipline policies and procedures, prepare revisions if necessary, and submit them to the school board for review and adoption.
- D. The school district will implement approved violence prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

III. IMPLEMENTATION OF POLICY

- A. The school board will review and approve policies to prevent and address violence in our schools. The superintendent or designee will develop procedures to effectively implement the school weapons and violence prevention policies. It shall be incumbent on all students and staff to observe all policies and report violations to the school administration.
- B. The school board and administration will inform staff and students annually of policies and procedures related to violence prevention and weapons.
- C. The school district will act promptly to investigate all acts and formal and informal complaints of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- D. The consequences set forth in the school weapons policy (Policy 501) will be imposed upon any student or nonstudent who possesses, uses or distributes a weapon when in a school location.
- E. The consequences set forth in the school hazing policy (Policy 526) will be imposed upon any student or staff member who commits an act against a student or staff member; or coerces a student or staff member into committing an act, that creates a substantial risk of harm to a person in order for the student or staff member to be initiated into or affiliated with an organization, or for any other purpose.

F. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Pupil Fair Dismissal Act.

G. Procedures will be developed for the referral of any person in violation of this policy or the weapons policy to the local law enforcement agency in accordance with Minn. Stat. § 121A.05.

H. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial, or sexual harassment or violence against other individuals as defined in the harassment and violence policy (Policy 413) will be subject to the procedures set forth in the student dress and appearance policy (Policy 504). “Gang” as used in this policy means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. A “pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

I. This policy is not intended to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, denote gang affiliation, advocate harassment or violence against others, are likely to disrupt the education process, or cause others to react in a violent or illegal manner (Policy 504).

IV. PREVENTION STRATEGIES

The school district has adopted and will implement the following prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

[Note: The school board can adopt any of the prevention strategies that it intends to implement in its schools, including some or all of the following sample strategies.]

A. Adopt a district crisis management policy to address potential violent crisis situations in the district.

B. Provide training in recognition, prevention, and safe responses to violence and development of a positive school climate.

~~C. Coordinate a local school security review committee or task force comprised of school officials, law enforcement, parents, students, and other youth service providers to advise on policy implementation.~~

~~D. C.~~ In-service training for personnel in aspects of reporting, visibility, and supervision as deterrents to violence.

~~E.D.~~ Promote student safety responsibility by encouraging the reporting of suspicious individuals and unusual activities on school grounds.

~~F.~~ Establish a curriculum committee that explores ways of teaching students violence prevention strategies, law-related education, and character/values education (universal values, e.g., honesty, personal responsibility, self-discipline, cooperation, and respect for others).

~~G.E.~~ Establish clear school rules that prevent and deter violence.

~~H.~~ Develop cross-cultural awareness programs to unify students of all cultures and backgrounds, to develop mutual respect and understanding of shared experiences and values among students, and to promote the message of inclusion.

~~I.~~ Establish conflict resolution training, conflict management, or peer mediation programs for staff and students to teach conservative approaches to settling disputes.

~~J.F.~~ Develop curriculum that teaches social skills such as maintaining self-control, building communications skills, forming friendships, resisting peer pressure, being appropriately assertive, forming positive relationships with adults, and resolving conflict in nonviolent ways.

~~K.~~ Develop curriculum that teaches critical viewing and listening skills in analyzing mass media to recognize stereotypes, distinguish fact from fantasy, and identify differences in behavior and values that conflict with their own.

~~L.~~ Develop student safety forums that both inform and elicit students' ideas about particular safety problems in the building.

~~M.~~ Develop a student photo or name identification system for quick identification of the student in case of emergency.

~~N.G.~~ Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.

~~O.H.~~ Require all visitors to check-in the main office upon their arrival and state their business at the school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.

~~P.~~ Develop curriculum on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

V. STUDENT SUPPORT

A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students

with violence prevention and intervention.

B. Students will be apprised of school board policies designed to protect their personal safety.

C. Students will be provided with information as to school district and building rules regarding weapons and violence.

D. Students will be informed of resources for violence prevention and proper reporting.

VI. PERSONNEL

A. School district personnel shall comply with the school weapons policy (Policy 501) and the school hazing policy (Policy 526).

B. School district personnel shall be knowledgeable of violence prevention policies and report any violation to school administration immediately. School district personnel will be informed annually as to school district and building rules regarding weapons and violence prevention.

C. School district personnel or agents of the school district shall not engage in emotionally abusive acts including malicious shouting, ridicule, and/or threats or other forms of corporal punishment (Policy 507).

Legal References: Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)

Minn. Stat. § 120B.22 (Violence Prevention Education)

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

Minn. Stat. § 121A.035 (Crisis Management Policy)

Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)

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

Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)

Minn. Stat. § 121A.64 (Notification)

Minn. Stat. § 121A.69 (Hazing Policy)

Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)

18 U.S.C. § 921 (Definition of Firearm)

20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

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

Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)

Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)

McIntire v. Bethel School, 804 F.Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992)

Olesen v. Board of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820, 44 Educ. L.Rep. 205 (N.D. Ill. 1987)

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

MSBA/MASA Model Policy 501 (School Weapons Policy)

MSBA/MASA Model Policy 504 (Student Dress and Appearance)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 507 (Corporal Punishment)

MSBA/MASA Model Policy 526 (Hazing Prohibition)

MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)

Adopted:

MSBA/MASA Model Policy 527

Orig. 1998

Revised:

Rev. 2002

527 STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS, AND SEARCHES

I. PURPOSE

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools, and to protect the health, safety, and welfare of students and school personnel.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to allow the limited use and parking of motor vehicles by students in school district locations. The position of the school district is that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety, and welfare of students and school personnel. This policy applies to all students in the school district.

III. DEFINITIONS

A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes, but is not limited to, weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.

B. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent, or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

C. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm, or destruction of evidence), and the age of the student.

D. "School district location" means property that is owned, rented, leased, or borrowed by the school district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining access to such property. A school district location also shall include 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.

IV. STUDENT USE OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

Students generally are not permitted to use motor vehicles during the school day in any school district location. Students may use motor vehicles on the high school campus[es] during the school day only if **pre-approval has been granted** or there is an emergency and permission has been granted to the student by a school official to use a motor vehicle. Students are permitted to use motor vehicles in school district locations outside of the school day only on the high school campus[es].

V. STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

- A. Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving a motor vehicle to a high school campus may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways, on private property, or in **parking lots designated for use only by staff or by the general public.**
- B. When there are unauthorized vehicles parked on school district 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 district property.

VI. PATROLS, INSPECTIONS, AND SEARCHES

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

A. Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

B. Search of Interior of Student Motor Vehicle

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches, and/or Seizures

A violation of this policy occurs when students store or carry contraband in motor vehicles in a school district location or interfere with patrols, inspections, searches, and/or seizures as provided by this policy.

D. Seizure of Contraband

If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

E. Dissemination of Policy

A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

VII. DIRECTIVES AND GUIDELINES

The superintendent is granted authority to develop and present for school board review and approval reasonable directives and guidelines which address specific needs of the school district related to student use and parking of motor vehicles in school district locations, such as a permit system and parking regulations. Approved directives and guidelines shall be attached as an addendum to this policy.

[Note: Some school districts may choose to allow students to park their cars in school district locations, such as designated student parking lots, by permit only. Such a permit system can be used to assist in the dissemination and enforcement of the motor vehicle policy. For example, school districts instituting a permit system can advise students who apply for a permit that the motor vehicle policy exists and that their motor vehicles are subject to inspection and search by school officials. An acknowledgment form, such as the sample attached to this policy, can then be utilized to document the notice given and the student's receipt of the policy.]

[Note: If a school district institutes a permit system and intends to charge students a fee for parking permits, the procedures in Minn. Stat. § 123B.38 must be followed before the fees are implemented.]

VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

Legal References: U. S. Const., amend. IV
Minn. Const., art. I, §10
Minn. Stat. § 123B.02, Subds. 1 and 5 (General Powers of Independent School Districts)
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)

Cross References: MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)
MSBA/MASA Model Policy 501 (School Weapons Policy)
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 712 (Video Surveillance Other Than on Buses)

Adopted: *MSBA/MASA Model Policy 604*
Orig. 1995

Revised: *Rev. 2013*

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

- 1. Language arts and basic communication skills including reading and writing,

- literature, and fine arts;
- 2. Mathematics and science;
- 3. Social studies, including history, geography, economics, government, and citizenship;
- 4. Health and physical education;
- 5. The arts;
- 6. Career and technical education; and
- 7. World languages.

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

- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide one time cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.
 - 1. In the school district's discretion, training and instruction may result in CPR certification.
 - 2. CPR and AED instruction must include CPR and AED training that have been developed:
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction

and training.

3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.

4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

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

H. The school district shall assist all students by no later than grade 9 to explore their college and career interests and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must be designed to:

1. provide a comprehensive academic plan for completing a college and career-ready curriculum premised on meeting state and local academic standards and developing 21st century skills such as team-work, collaboration, and good work habits;
2. emphasize academic rigor and high expectations;
3. help students identify personal learning styles that may affect their postsecondary education and employment choices;
4. help students gain access to postsecondary education and career options;
5. integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content;
6. help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
7. help students and families identify collaborative partnerships of kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students' transition to postsecondary education and employment and provide students with experiential learning opportunities; and
8. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course-work.

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

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

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

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

Minn. Stat. § 120B.022 (Elective Standards)

Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)

Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

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

MSBA/MASA Model Policy 605 (Alternative Programs)

Adopted: *MSBA/MASA Model Policy 605*

Orig. 1999

Revised:

Rev. 1999

605 ALTERNATIVE PROGRAMS

I. PURPOSE

The purpose of this policy is to recognize the need for alternative education programs for some school district students.

II. GENERAL STATEMENT OF POLICY

The school board recognizes the importance of alternative program options for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school board that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

III. RESPONSIBILITY

A. It shall be the responsibility of the superintendent to identify alternative program opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative programs. The superintendent shall, through cooperative efforts with other schools, agencies, and organizations, periodically recommend additional or modified alternative educational programs to the school board.

B. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

Legal References: Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)
 Minn. Stat. § 121A.41, Subd. 11 (Definitions – Alternative Educational Services)
 Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)
 Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)
 Minn. Stat. § 124D.66 (Assurance of Mastery Programs)
 Minn. Stat. § 124D.68 (Graduation Incentives Programs)
 Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)
 Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
 MSBA/MASA Model Policy 604 (Instructional Curriculum)

Adopted: *MSBA/MASA Model Policy 609*

Orig. 1995

Revised:

Rev. 2000

609 RELIGION

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other’s views.

B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.

C. The school district recognizes that one of its educational objectives is to increase its students’ knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.

D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.

E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

III. RESPONSIBILITY

A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:

1. The proposed activity must have a secular purpose.
2. The primary objective of the activity must be one that neither advances nor inhibits

religion.

3. The activity must not foster excessive governmental relationships with religion.
4. Notwithstanding the foregoing guidelines, reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or observance of religious holidays.

B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

Legal References: U. S. Const., amend. I

Minn. Stat. § 120A.22, Subd. 12(3) (Compulsory Instruction)

Minn. Stat. § 120A.35 (Absence From School for Religious Observance)

Minn. Stat. § 121A.10 (Moment of Silence)

Good News Club v. Milford Central School, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)

Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290, 120 S.Ct. 2266 (2000)

Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. 1251, 120 S.Ct. 2706 (2000)

Lemon v. Kurtzman, 403 U.S.602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)

Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1, 690 F.3d 996 (8th Cir. 2012)

Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)

Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)

Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997)

Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980)

Roark v. South Iron R-1 Sch. Dist., 573 F.3d 556 (8th Cir. 2009)

Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728, 599 F.Supp.2d 1136 (D. Minn. 2009)

LeVake v. Independent Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)

Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)

Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)

Minn. Op. Atty. Gen. 63 (1940)

Minn. Op. Atty. Gen. 120 (1924)

Minn. Op. Atty. Gen. 121 (1924)

Cross References: MSBA/MASA Model Policy 801 (Equal Access to School Facilities)

Adopted: MSBA/MASA Model Policy 615

Orig. 1997

Revised: Rev. 2015

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND LEP STUDENTS

[Note: In 2013, the Minnesota legislature modified state graduation requirements by making the Graduation-Required Assessments for Diploma (GRAD) tests optional for school districts. A district may decide whether individual students will meet graduation assessment requirements by meeting the GRAD requirements in reading, mathematics, and written composition; by taking the WorkKeys job skills assessment, the Compass college placement test, the ACT assessment for college admission, or a nationally recognized Armed Services Vocational Aptitude Battery test (ASVAB); or by receiving a score on an equivalent assessment. Refer to Table 1b of the Minnesota Assessment System and Requirements Overview 2013-2016 documents, which is posted to the Test Administration page of the Minnesota Department of Education (MDE) website. While a district may choose not to

include GRAD retests on the testing calendar, an individual student who requests a GRAD retest must be provided the opportunity to retest.]

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 (504) accommodation, or limited English proficiency (LEP) needs to meet the graduation requirements of basic skills testings and graduation-required assessments for diploma (GRAD) tests.

II. GENERAL STATEMENT OF POLICY

A. The school district will utilize the existing annual review of IEPs or 504 accommodation plans to review, on a case-by-case basis, the extent of student participation in basic skills testing and GRAD testing. For students subject to GRAD testing, the student's IEP or 504 accommodation plan must identify one of the following decisions for each subject area of GRAD:

1. the student is expected to achieve the statewide standard with or without testing accommodations resulting in a "pass" or "p" notation on the record when achieving a passing score; or
2. the student is expected to achieve the statewide standard at an individually modified level of difficulty, resulting in a "pass" or "p" notation on the record when achieving the modified level. A Minnesota alternative assessment must be used when an IEP team chooses to replace the GRAD. Adoption of modifications for a student must occur concurrently with the adoption of transition goals and objectives as required by Minn. Stat. § 125A.08(a)(1). The IEP or 504 accommodation plan must define an appropriate assessment of the statewide standard at a modified level of difficulty. Achievement of the individually modified standard shall be certified only through documented student performance of the defined assessment.

Students subject to GRAD testing also must be tested under standard conditions as specified by the developer of the test except those students whose IEP or 504 accommodation plan specifies other decisions consistent with the above stated requirements.

B. Students with LEP needs must be identified and accommodations made for students subject to basic skills testing. Students subject to GRAD testing are required to pass the GRAD if they have been enrolled in any Minnesota school for at least four consecutive years. An English language learner (ELL) student who first enrolls in a Minnesota school in grade 9 or above who completes the coursework and any other state and district requirements to graduate within a four-year period is not required to pass the GRAD.

III. DEFINITION OF TERMS

See the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through pearsonaccess.com.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR BASIC SKILLS AND GRAD TESTING

See Chapter 5 of the current "Procedures Manual for the Minnesota Assessments."

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the School District Test Administrator. The School District Test Administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

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

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

Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)

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)

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 616 (School District System Accountability)

Adopted: *MSBA/MASA Model Policy 623*

Orig. 1999

Revised: *Rev. 2002*

623 MANDATORY SUMMER SCHOOL INSTRUCTION

I. PURPOSE

The purpose of this policy is to establish program parameters and student attendance guidelines and requirements for the school district relating to the provision of mandatory summer school educational services.

II. GENERAL STATEMENT OF POLICY

Summer school educational services and instruction shall be directed toward the fulfillment of the goals and objectives of the educational program and graduation standards of the school district.

III. PROCEDURES

A. The school district shall offer summer school instruction providing opportunities for: **for special education instruction and services related to mandatory summer school instruction consistent with applicable state and federal authority for all qualified disabled children where appropriate to their educational needs. The school district may offer the following summer school opportunities:**

- 1. Remedial instruction at the K-12 level(s);**

2. Make-up and review courses at the grade 7 - 12 level(s);
3. Other mandatory summer school programs as determined by the school district.
4. Reading intervention programs or instruction for students who are in risk of not learning to read before the end of the second grade; and
5. Other mandatory summer school programs as determined by the school district.

B. All services of the summer school program will be free to residents of the school district whose need for a summer program has been identified by teachers or the school principal and who are required to attend pursuant to established school district criteria and the provisions of this policy.

C. The summer school curriculum will be established in line with the needs of students and in accordance with rules of the Department of Education. Remedial, make-up, and review courses shall provide opportunities for students to qualify for promotion and/or credit in areas and subjects where previous work has not met promotion/credit standards. It shall further be designed to assist students who have not passed one or more basic requirements tests and who are in need of remediation services relating to the school district's graduation standards or who have been identified as at risk of not learning to read before the end of second grade.

D. Summer school provides the opportunity for students to improve basic skills, further their academic progress, and/or accelerate in designated academic areas. It is the intent of the school district to ensure that courses taught during the summer session are of the same level of instructional breadth and difficulty as provided during the regular school year.

IV. MANDATORY SUMMER SCHOOL INSTRUCTION

The school board will direct the administration to identify and develop specific criteria and standards for determining which students must receive summer school instruction. These will be provided to the school board for review and approval on no less than an annual basis. ~~Following school board approval, the criteria and standards for mandatory summer school instruction will be included in this policy as Attachment A and incorporated herein by reference.~~

V. TRANSPORTATION SERVICES

A. The school district shall make available transportation services for all students required to receive instruction in the school district's summer school program in accordance with Minn. Stat. § 120A.22, Subd. 5(b). The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

B. The school board shall retain sole discretion, control, and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

VI. SCHOOL BOARD REVIEW

The superintendent or designated representative shall report at least annually to the school board regarding the status and utilization of programs under this policy. All summer school programs will be subject to annual review and

approval by the school board.

Sources: Independent School District 314, Braham, MN

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)

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

Minn. Stat. § 120B.12 (Reading Intervention)

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

Minn. Stat. § 123B.09 (Boards of Independent School Districts)

Minn. Stat. § 123B.88 (Independent School Districts; Transportation)

Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

Minn. Rules Part 3501 (Graduation Standards)

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

MSBA/MASA Model Policy 604 (Instructional Curriculum)

MSBA/MASA Model Policy 605 (Alternative Programs)

MSBA/MASA Model Policy 707 (Transportation of Public School Students)

Adopted: *MSBA/MASA Model Policy 704*

Orig. 1995

Revised: *Rev. 2009*

704 DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND A FIXED ASSET ACCOUNTING SYSTEM

I. PURPOSE

The purpose of this policy is to provide for the development and maintenance of an inventory of the fixed assets of the school district and the establishment and maintenance of a fixed asset accounting system.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that a fixed asset accounting system and an inventory of fixed assets be developed and maintained.

III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM

The superintendent or such other school official as designated by the superintendent or the school board shall be responsible for the development and maintenance of an inventory of the fixed assets of the school district and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS). In addition, the inventory shall specify the location of all continued abstracts showing the conveyance of the property to the school district; certificates of title showing title to the property in the school district; title insurance policies; surveys; and other property records relating to the real property of the school district.

IV. REPORT

The administration shall annually update the property records of the school district and provide an inventory of the

fixed assets of the school district to the school board.

Legal References: Minn. Stat. § 123B.02 (School District Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.51 (Schoolhouse and Sites; Access for Noncurricular Purposes)

Cross References: MSBA/MASA Model Policy 702 (Accounting)
MSBA Service Manual, Chapter 7, Education Funding

Adopted: *MSBA/MASA Model Policy 711*

Orig. 1995

Revised:

Rev. 2012

711 VIDEO RECORDING ON SCHOOL BUSES

I. PURPOSE

The transportation of students to and from school is an important function of the school district, and transportation by the school district is a privilege and not a right for an eligible student. The behavior of students and employees on the bus is a significant factor in the safety and efficiency of school bus transportation. Student and employee misbehavior increases the potential risks of injury. Therefore, the school district believes that video recording student passengers and employees on the school bus will encourage good behavior and, as a result, promote safety. The purpose of this policy is to establish a school bus video recording system.

II. GENERAL STATEMENT OF POLICY

A. Placement

1. Each and every school bus owned, leased, contracted, and/or operated by the school district ~~shall~~ **may** be equipped with a fully enclosed box for placement and operation of a video camera and conspicuously placed signs notifying riders that their conversations or actions may be recorded.
2. A video camera will not necessarily be installed in each and every school bus owned, leased, contracted, and/or operated by the school district, but cameras may be rotated from bus to bus without prior notice to students.
3. Video cameras will be placed on a particular school bus, to the extent possible, where the school district has received complaints of inappropriate behavior.

B. Use of Video Recordings

1. A video recording of the actions of student passengers and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct on the bus.
2. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g and

the rules and/or regulations promulgated thereunder.

3. Video recordings will be viewed by school district personnel on a random basis and/or when discipline problems on the bus have been brought to the attention of the school district.

4. A video recording will be retained by the school district until relooped or until the conclusion of disciplinary proceedings in which the video recording is used for evidence.

[Note: School districts should review their record retention policies/schedules as to the stated retention period for school bus video recordings. The retention time period in the retention schedule should be consistent with the retention time period set forth in this policy. The January 2000 School District General Records Retention Schedule, adopted by many school districts, provides that building security/transportation video recordings are to be retained until relooped.]

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

Minn. Stat. § 121A.585 (Notice of Recording Device)

Minn. Stat. § 138.17 (Government Records, Administration)

Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)

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

34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 406 (Public and Private Personnel Data)

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 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

MSBA Service Manual, Chapter 2, Transportation

Adopted:

MSBA/MASA Model Policy 713

Orig. 2004

Revised:

#713 STUDENT ACTIVITY ACCOUNTING

I. PURPOSE

The school board recognizes the need to provide alternative paths to learning, skill development for its students, and activities for student enjoyment. It also understands its commitment to and obligation for assuring maximum accountability for public funds and student activity funds. For these reasons, the school board will assume control over and/or oversee funds for student activities as set forth in this policy.

II. GENERAL STATEMENT OF POLICY

A. Curricular and Cocurricular Activities

The school board shall take charge of, control over, and account for all student activity funds that relate to curricular and cocurricular activities.

[Note: The school board is required by Minn. Stat. § 123B.49, Subd. 2, to take charge of and control over all co-curricular activities, including all money received for such activities.]

B. Extracurricular Activities

[Options 1 and 2]

The school board shall ***[take charge of, control over, and account for]*** or ***[review and account for]*** all student activity accounting that relates to extracurricular activities.

or

[Option 3]

1. The school board shall take charge of, control over, and account for the following student extracurricular activities:

a. Any student extracurricular activity related to a contract which must be ratified by the school board or its designee ***[Note: The school board must take charge of, control over, and approve all contracts entered into for the purchase of items related to an extracurricular activity (i.e., contracts for the purchase of items for a fundraising event).]***

b. Student activities or transactions that have a fee which the school district is statutorily authorized to charge ***[Note: The school board may, but is not required to, take charge of and control over these activities or transactions].]***

c. Student activities or transactions that have a taxable sale related to them ***[Note: The school board may, but is not required to, take charge of and control over these activities or transactions].]***

d. All student class activity accounts of graduated classes where a residual balance remains in the account at the start of the school year following graduation;

e. ***[The school board may take control over a student activity it otherwise is not required to control. All other extracurricular activities over which the school board chooses to take control, such as class activity funds, should be listed in this section.]***

2. The school board shall review and account for the following student extracurricular activities:

[List extracurricular activities over which the school board will review and account; i.e., class activity funds.]

[A school board may, but is not required to, take charge of and control over extracurricular activities in accordance with Minn. Stat. § 123B.49, Subd. 4. Board control includes powers and responsibilities, such as: board approval of a budget; receipt, review, and approval of revenue; and preparation of expenditure reports. If the school board takes charge of and control over extracurricular activities, any or all costs of these activities may be provided from school revenues and all revenues and expenditures must be recorded in the same manner as other revenues and expenditures of the school district in accordance with the Uniform Financial Accounting and Reporting Standards (UFARS).]

To the extent a school board does not take control over such activities, these activities must be self-sustaining with all expenses (except direct salary costs and indirect costs of the use of school facilities)

met by dues, admissions, or other student fundraising events. Extracurricular activities which are not under school board control still may be directed by the school board, but the fiscal transactions for such activities may only be presented to the school board for review and receipt, not approval. Accordingly, the school board may take charge of all extracurricular activities (Option 1), no extracurricular activities (Option 2), or may choose to take charge of and control over some extracurricular activities (which are not required to be under its control, such as activities which are not related to a graduation requirement or credit or a board-ratified contract) and only review and account for other extracurricular activities (Option 3).]

C. Non-Student Activities

In overseeing student activity accounts under this policy, the school board shall not maintain or account for funds generated by non-students including, but not limited to, convenience funds of staff members, booster club funds, parent-teacher organization or association funds, or funds donated to the school district for specified purposes other than student activities.

III. DEFINITIONS

A. Co-curricular Activity

A “co-curricular activity” means those portions of the school-sponsored and directed activities designed to provide opportunities for students to participate in such experiences on an individual basis or in groups, at school and at public events, for improvement of skills (i.e., interscholastic sports, band, etc.). Co-curricular activities are not offered for school credit, cannot be counted toward graduation, and have *one or more* of the following characteristics:

1. They are conducted at regular and uniform times during school hours, or at times established by school authorities;
2. They are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit; and
3. They are partially, primarily, or totally funded by public moneys for general instructional purposes under direction and control of the school board.

B. Curricular Activity

A “curricular activity” means those portions of the school program for which credit is granted, whether the activity is part of a required or elective program.

C. Extracurricular (Non-curricular/Supplementary) Activity

An “extracurricular (non-curricular/supplementary) activity” means all direct and personal services for students for their enjoyment that are managed and operated under the guidance of an adult or staff member. Extracurricular activities have *all* of the following characteristics:

1. They are not offered for school credit nor required for graduation;
2. They generally are conducted outside school hours or, if partly during school hours, at times agreed by the participants and approved by school authorities;
3. The content of the activities is determined primarily by the student participants under the guidance of a staff member or other adult.

D. Public Purpose Expenditure

A “public purpose expenditure” is one which benefits the community as a whole, is directly related to the functions of

the school district, and does not have as its primary objective the benefit of private interest.

IV. MANAGEMENT AND CONTROL OF ACTIVITY FUNDS

A. Curricular and Cocurricular Activities

1. All money received on account of co-curricular activities shall be turned over to the treasurer, who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.
2. The treasurer shall account for all revenues and expenditures related to curricular and cocurricular activities in accordance with the Uniform Financial Accounting and Reporting Standards (UFARS), the Manual for Activity Fund Accounting (MAFA) to the extent applicable, and school district policies and procedures.

B. Extracurricular Activities

1. Extracurricular Activities Under Board Control

- a. Any and all costs of extracurricular activities under board control may be provided from school revenues.
- b. All money received or expended for extracurricular activities under board control shall be turned over to the treasurer, who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.
- c. The treasurer shall account for all revenues and expenditures related to extracurricular activities under board control in accordance with UFARS and MAFA and school district policies and procedures. ***[Note: UFARS is required to be used when transactions of an activity are under school board control in accordance with Minn. Stat. §§ 123B.49 and 123B.77.]***

2. Extracurricular Activities Not Under Board Control

- a. All extracurricular activities not under board control shall be self-sustaining with all expenses, except direct salary costs and indirect costs of the use of school facilities, met by dues, admissions, or other student fundraising events. The general fund shall reflect only those salaries directly related to and readily identified with the activity and paid by public funds.
- b. Revenues and expenditures for extracurricular activities not under board control shall be recorded and be managed according to MAFA and shall be reviewed for compliance with and accepted by the school board in accordance with school district policies and procedures. ***[Note: MAFA is required to be used when transactions of an extracurricular activity are not under school board control in accordance with Minn. Stat. § 123B.49, Subd. 4(c).]***
- c. All student activity funds will be collected and expended:
 - (1) in compliance with school district policies and procedures;
 - (2) under the general direction of the principal and with the participation of students and faculty members who are responsible for generating the revenue;
 - (3) in a manner which does not produce a deficit or an unreasonably large accumulation

- of money to a particular student activity fund;
- (4) for activities which directly benefit the majority of those students making the contributions in the year the contributions were made whenever possible; and
- (5) in a manner which meets a public purpose.

d. Activity accounts of a graduated class will be terminated prior to the start of the school year following graduation. Any residual money from a graduating class activity fund will be removed from the terminated student activity account and deposited into the general fund. Prior to depositing such accounts, all donations or gifts accepted for the specific purpose of the student activity account shall be administered in accordance with the terms of the gift or donation and school district policy.

[Note: The school board may take control over residual funds from a graduating class activity account only if it has taken board control over such activities and transactions. The school board then has authority to transfer these terminated accounts to its general fund. The school district may then transfer this money from its general fund to those extracurricular activities over which the board has taken control in accordance with Section IV.B.1.a., above. Unless the school board has taken class activity accounts under its control, it would not be authorized to transfer funds from a graduating class activity account to an existing class activity fund for another class. If the school board has not taken control over these accounts, however, the principal and student representatives of the class may choose to transfer residual accounts to another existing class activity account prior to graduation.]

V. DEMONSTRATION OF ACCOUNTABILITY

A. Semi-Annual Activity Fund Reports

The school board shall appoint a Student Finance Advisory Committee at the commencement of each school year. The Committee will review all new student activity funds and continuing student activity funds for conformity with state law, MAFA requirements, and school district policies and procedures. The Committee will provide the school board with a summary accounting of student activity accounts at least semi-annually, including a report on transactions within each account of the student activity funds. The Committee will make recommendations to the school board on any recommended internal controls regarding student activity funds.

[Note: MAFA recommends that the school board conduct periodic reviews of student activity funds for conformity with state law, MAFA requirements, and school district policies and procedures. The manner in which such reviews are conducted is in the discretion of the school board. The foregoing procedure is the practice suggested by MAFA. It could also be done by a different standing or special committee appointed by the school board.]

B. Annual External Audit

The school board shall direct its independent certified public accountants to audit, examine, and report upon student activity accounts as part of its annual school district audit in accordance with state law.

C. Fundraiser Report

The Committee will prepare a fundraising report semi-annually which will be reviewed by the school board in May and November. The report will list the activity, type of fundraisers, timing, purpose, and results.

[Note: MAFA recommends that the school board conduct periodic reviews of student fundraising. The manner in which such reviews are conducted is in the discretion of the school board. The foregoing procedure is the practice suggested by MAFA.]

Legal References: Minn. Stat. § 123B.02, Subd. 6 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.15, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 123B.35 (General Policy)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.38 (Hearing)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)
Minn. Rules Part 3500.1050 (Definitions for Pupil Fees)
Visina v. Freeman, 252 Minn. 177, 89 N.W.2d 635 (1958)
Minn. Op. Atty. Gen. 159a-16 (May 10, 1966)

Cross References: Uniform Financial Accounting and Reporting Standards (UFARS)
Manual for Activity Fund Accounting (MAFA)
MSBA/MASA Model Policy 511 (Student Fundraising)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 706 (Acceptance of Gifts)

Adopted: *MSBA/MASA Model Policy 720*
Orig. 1996
Revised: *Rev. 2008*

720 VENDING MACHINES

I. PURPOSE

The purpose of this policy is to establish procedures to govern vending machines installed in school facilities in the school district.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to contract for, supervise, maintain, and account for the proceeds from vending machines located in school facilities in a manner that is fair, that maximizes the revenues from those machines, that allows those revenues to be included in the budget of the facility in which they are generated, and that establishes controls to avoid fraud, theft, or the appearance of impropriety.

III. AUTHORIZATION

Automatic vending machines for the dispensing of food, beverages, or other approved items are authorized in any school facility in the school district provided that all contracts for such vending machines must be approved by the school board as provided in this policy.

[Note: This provision can be narrowed to apply only to specific facilities.]

IV. SUPERVISION; APPROVAL; LOCATION

- A. All vending machines shall be under the supervision of the school principal or other person in charge of the facility in which the machine is located. That administrator shall be responsible to supervise the machine in compliance with this policy and any applicable laws.
- B. The items to be dispensed from a vending machine located in a school facility shall be approved by the principal or other person in charge of that facility. All food, beverages, or other items approved shall be appropriate to the school setting. Machines dispensing cigarettes or tobacco products are not authorized under any circumstances. In the event a written complaint is filed with the superintendent regarding the approval or disapproval of any item, the school board, after proper review, shall make the final determination.
- C. Vending machines may be approved that will dispense items only during certain hours, through the use of timers or otherwise. Vending machines should not be operated in competition with the school cafeteria or food service. The principal or other person in charge of the school facility may regulate the hours of operation of any machine.
- D. Vending machines shall be located to meet any applicable building, fire, or life/safety codes and to provide convenience of operation, accessibility, and ease of maintenance. The principal or other person in charge of the facility shall review the location of each machine with appropriate maintenance and food service staff.

V. CONTRACT APPROVAL

- A. All contracts for the purchase or rental of vending machines shall be considered by the school board on a facility-by-facility basis.

[Note: These provisions may need to be amended if the school board determines to contract for vending machine services on an exclusive and district-wide basis.]

- B. If it is estimated that the aggregate receipts from all vending machines located in a school facility will be \$10,000 or more in a fiscal year, the contract for any vending machine in that facility must be awarded after the receipt of sealed bids and compliance with Minn. Stat. § 123B.52.

[Note: This dollar figure is lower than the \$100,000 statutory requirement for sealed bids but is recommended to protect the interests of the public.]

- C. If it is estimated that the aggregate receipts from all vending machines located in a school facility will be less than \$10,000 in a fiscal year, the contract for any vending machine in that facility may be awarded after the receipt of two or more quotations after taking into consideration conformity with the specifications, terms of delivery, other conditions imposed in the call for quotations, and compliance with Minn. Stat. § 123B.52.

[Note: This dollar figure is lower than the \$25,000 statutory requirement for quotations but is recommended to protect the interests of the public.]

- D. The contracting process shall be conducted in compliance with Minn. Stat. § 123B.52. A copy of this policy

shall be included in any specifications or request for proposals or quotations. A record shall be kept of all bids or quotations received with the names, amounts, and successful bidder indicated. All bids and quotations shall be kept on file as a public record for a period of at least one year after their receipt.

E. Any bid or quotation must specify all commissions to be paid from the machine and any other non-commission amounts to be paid as a result of the award of the contract. The non-commission amounts include, but are not limited to, cash payments, in-kind payments, equipment donations, scholarship contributions, bonus payments, or other payments or contributions of any kind or nature. The non-commission amounts shall be reduced to a cash equivalency and shall be specified on the bid or quotation as an additional amount to be paid for the award of the contract.

F. If a contract contains a provision allowing exclusivity, such as all machines in the building carrying only a certain manufacturer's brand of pop, that provision must be reviewed by the administration prior to requesting bids or quotations to ensure that it does not conflict with other contracts of the school district.

G. All contracts for vending machines must be approved by the school board. Any contract not made in compliance with this policy shall be void. Any district employee signing an unauthorized contract may be subject to personal liability thereon and may be disciplined for said action.

H. All vending machines are to be installed at the expense of the facility in which located. All financial responsibility for the maintenance and repair of machines shall remain with the individual facility in which located to the extent not addressed in the contract.

I. No teacher, administrator, school district employee, or school board member shall be interested, directly or indirectly, in a vending machine contract with the school district or personally benefit financially therefrom.

VI. ACCOUNTING

A. Proceeds from vending machine sales and contracts shall be under the control of the school board, shall be accounted for in one of the regular school district funds, and must be accounted for and reported in compliance with UFARS.

B. An amount equal to the amount of the proceeds from the machines in each facility shall be included in the budget of the facility in which the proceeds are generated. That amount may be expended in accordance with established expenditure procedures.

C. Pursuant to the vending machine contract or otherwise, proper auditing and inventory control procedures shall be established to ensure that commissions are being correctly calculated and paid. These controls must include daily, weekly, or other periodic inventories and written reconciliations of variances between inventory and cash. Each time cash is removed from, or inventory is added to a machine, a written reconciliation between cash and inventory must be performed by the person taking the cash from the machine and must be signed by the principal or other person in charge of the facility. The original written reconciliation reports shall be filed with the business office monthly and a copy shall be retained by the principal's office.

Legal References: Minn. Stat. § 123B.20 (Dealing in Supplies)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Contracts)

Minn. Stat. § 471.87 (Conflict of Interest)

Cross References: MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)

MSBA/MASA Model Policy 702 (Accounting)

Adopted: *MSBA/MASA Model Policy 904*

Orig. 1995

Revised: *Rev. 2002*

#904 DISTRIBUTION OF MATERIALS ON SCHOOL DISTRICT PROPERTY BY NON-SCHOOL PERSONS

I. PURPOSE

The purpose of this policy is to provide for distribution of materials appropriate to the school setting by non-staff and non-students on school district property in a reasonable time, place, and manner which does not disrupt the educational program nor interfere with the educational objectives of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district intends to provide a method for nonschool persons and organizations to distribute materials appropriate to the school setting within the limitations and provisions of this policy.

B. To provide for orderly and nondisruptive distribution of materials, the school board adopts the following regulations and procedures.

III. DEFINITIONS

A. “Distribution” means circulation or dissemination of materials by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying materials, or placing materials in internal staff or student mailboxes.

B. “Materials” includes all materials and objects intended by non-school persons or non-school organizations for distribution. Examples of non-school-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, underground newspapers whether written by students, employees or others, and tangible objects.

C. “Non-school person” means any person who is not currently enrolled as a student in or employed by the school district.

D. “Obscene to minors” means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
2. The material depicts or describes, in a manner that is patently offensive to prevailing

standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

E. “Minor” means any person under the age of eighteen (18).

F. “Material and substantial disruption” of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.
2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

G. “School activities” means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, other theatrical productions, and in-school lunch periods.

H. “Libelous” is a false and unprivileged statement about a specific individual that tends to harm the individual’s reputation or to lower him or her in the esteem of the community.

IV. GUIDELINES

A. Non-school persons and organizations may, within the provisions of this policy, be granted permission to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, materials and objects which are appropriate to the school setting.

B. Requests for distribution of materials will be reviewed by the administration on a case-by-case basis. However, distribution of the following materials is always prohibited. Material is prohibited that:

1. is obscene to minors;
2. is libelous;
3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of

- students to which it is intended;
4. advertises any product or service not permitted to minors by law;
 5. advocates violence or other illegal conduct;
 6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);
 7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. Permission for nonschool persons to distribute materials on school district property is a privilege and not a right. In making decisions regarding permission for such distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;
2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;
3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
4. the quantity or size of materials to be distributed;
5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;
6. whether distribution would require that non-school persons be present on the school grounds;
7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

If permission is granted pursuant to this policy for the distribution of any materials, the time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any non-school person wishing to distribute materials must first submit for approval a copy of the materials to the administration at least five days in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request.
2. Date(s) and time(s) of day of requested distribution.
3. If material is intended for students, the grade(s) of students to whom the distribution is intended.
4. The proposed method of distribution.

B. The administration will review the request and render a decision. The administration will assign a location and method of distribution and will inform the persons submitting the request whether non-school persons may be present

to distribute the materials. In the event that permission to distribute the materials is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

D. In the event that permission to distribute materials is denied, the non-school person or organization may request reconsideration of the decision by the superintendent. The request for reconsideration must be in writing and must set forth the reasons why distribution is desirable and in the interest of the school community.

VII. VIOLATION OF POLICY

Any party violating this policy or distributing materials without permission will be directed to leave the school property immediately and, if necessary, the police will be called.

VIII. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

[Note: School districts are encouraged to consider additional guidelines which reflect varied local practices relating to this subject matter including addressing the subject of consistency and uniformity for approving or disapproving practices under this policy.]

Legal References: U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Doe v. South Iron R-1 School District, 498 F.3d 878 (8th Cir. 2007)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)
Cornelius v. NAACP Legal Defense and Educational Fund, Inc., 473 U.S. 788, 105 S.Ct. 3439, 87 L.Ed.2d 567 (1985)
Perry Education Ass'n v. Perry Local Educators' Ass'n, 460 U.S. 37, 103 S.Ct. 948, 74 L.Ed.2d 794 (1983)
Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)
Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011), cert. denied ___ U.S. ___, 132 S.Ct. 592 (2011)

Cross References: MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 512 (School-Sponsored Student Publications)

Adopted: MSBA/MASA Model Policy 905
Orig. 1996
Revised: Rev. 2015

#905 ADVERTISING

[Note: School districts should carefully consider whether they wish to allow advertising in school district facilities

or publications. Once advertisements are accepted, First Amendment Rights may limit the school district's ability to reject specific advertisements or to regulate the content of advertisements.]

I. PURPOSE

The purpose of this policy is to provide guidelines for the advertising or promoting of products or services to students and parents in the schools.

II. GENERAL STATEMENT OF POLICY

The school district's policy is that the name, facilities, staff, students, or any part of the school district shall not be used for advertising or promoting the interests of a commercial or nonprofit agency or organization except as set forth below.

III. ADVERTISING GUIDELINES

A. School publications, including publications such as programs and calendars, may accept and publish paid advertising provided they receive advance approval from the appropriate administrator. In no instance shall publications accept advertising or advertising images for alcohol, tobacco, drugs, drug paraphernalia, weapons, or obscene, pornographic, or illegal materials. Advertisements may be rejected by the school district if determined to be inconsistent with the educational objectives of the school district or inappropriate for inclusion in the publication. For example, advertisements may be rejected if determined to be false, misleading, or deceptive, or if they relate to an illegal activity or antisocial behavior. The faculty advisor is responsible for screening all such advertising for appropriateness, including compliance with the school district policy prohibiting sexual, racial, and religious harassment.

B. The school board may approve advertising in school district facilities or on school district property. Any approval will state precisely where such advertising may be placed. The restrictions listed in Section A. above will apply. Advertising will not be allowed outside the specific area approved by the school board. Specific advertising must be approved by the superintendent or designee. In no instance will an advertising device be erected or maintained within 100 feet of a school that is visible to and primarily intended to advertise and inform or to attract or which does attract the attention of operators and occupants of motor vehicles.

C. Donations which include or carry advertisements must be approved by the school board.

D. The school district or a school may acknowledge a donation it has received from an organization by displaying a "donated by," "sponsored in part by," or a similar by-line with the organization's name and/or symbol on the item. Examples include activity programs or yearbooks.

E. Nonprofit entities and organizations may be allowed to use the school district name, students, or facilities for purposes of advertising or promotion if the purpose is determined to be educationally related and prior approval is obtained from the school board. Advertising will be limited to the specific event or purpose approved by the school board.

F. Contracts for computers or related equipment or services that require advertising to be disseminated to students will not be entered into or permitted unless done pursuant to and in accordance with state law.

G. The inclusion of advertisements in school district publications, in school district facilities, or on school district property does not constitute approval and/or endorsement of any product, service, organization, or activity. Approved advertisements will not imply or declare such approval or endorsement.

IV. ACCOUNTING

Advertising revenues must be accounted for and reported in compliance with UFARS. A periodic report shall be made to the school board by the superintendent regarding the scope and amount of such revenues.

Legal References: Minn. Stat. § 123B.93 (Advertising on School Buses)

Minn. Stat. § 125B.022 (Contracts for Computers or Related Equipment or Service)

Minn. Stat. § 173.08 (Excluded Road Advertising Devices)

Cross References: MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)

MSBA/MASA Model Policy 702 (Accounting)

Braham Area Public Schools

Ind. School Dist. #314

Braham, MN 55006

Adopted:

#906 COMMUNITY NOTIFICATION OF PREDATORY OFFENDERS

I. PURPOSE

The purpose of this policy is to assist school administrators and staff members in responding to a notification by a law enforcement agency that a convicted predatory offender is moving into the school district so that they may better protect individuals in the school's care while they are on or near the school district premises or under the control of the school district.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide information to staff regarding known predatory offenders that are moving into the school district so that they may monitor school premises for the safety of the school, its students, and employees. Staff will be notified as appropriate and have access to Offender Fact Sheets.

B. The superintendent, in cooperation with appropriate school transportation officials, will evaluate bus routes and bus stops. Bus drivers will have access to Offender Fact Sheets. If necessary, bus stops may be moved if they place children in close proximity to a predatory offender who has been convicted of crimes against children of similar ages.

C. The superintendent, in conjunction with the building principal or designee, shall prepare or provide safety information for distribution to students regarding protecting themselves from abuse, abduction, or exploitation. The school district will prepare a list of available resources. Staff will provide safety information to students on how to protect themselves against abuse, abduction, or exploitation. School officials may ask their police liaison officer or local law enforcement officials for assistance in providing instruction to staff and students.

III. DEFINITIONS

A. The “Sex Offender Community Notification Act,” Minn. Stat. § 244.052, as amended, allows law enforcement agencies to disclose information about certain predatory offenders when they are released into the community. The information disclosed and to whom it is disclosed will depend upon their assessment of the level of risk posed by the predatory offender.

B. “Risk Level Assessment” is the level of danger to the community as established by the Minnesota Department of Corrections following a review by a committee of experts. The level of risk assigned to a soon-to-be-released offender determines the scope of notification. (Minn. Stat. § 244.052, Subds. 2, 3)

C. “Risk Levels”

1. “Level I” – Risk Level I is assigned to a predatory offender whose risk assessment score indicates a low risk of reoffense.
2. “Level II” – Risk Level II is assigned to a predatory offender whose risk assessment score indicates a moderate risk of reoffense.
3. “Level III” – Risk Level III is assigned to a predatory offender whose risk assessment score indicates a high risk of reoffense.
(Minn. Stat. § 244.052, Subd. 3(e))

D. “Notification or Disclosure by Law Enforcement Agency”

1. Risk Level I – The local law enforcement agency may disclose certain information to other law enforcement agencies and to any victims of or witnesses to the offense committed by the offender. There will be no disclosure to school districts.
2. Risk Level II – In addition to those notified in Level I, a law enforcement agency may notify agencies and groups the offender is likely to encounter that the offender is about to move into the community and provide to those agencies and groups an Offender Fact Sheet on the offender. School districts, private schools, day care centers, and other institutions serving those likely to be victimized by the predatory offender are included in a Level II notification.
3. Risk Level III – In most cases, the local law enforcement agencies will hold a community meeting and distribute an Offender Fact Sheet with information concerning and a photograph of the soon-to-be-released Level III offender.
(Minn. Stat. § 244.052, Subd. 4)

E. “Offender Fact Sheet” is a data sheet compiled by the Department of Corrections or local law enforcement agency. The Offender Fact Sheet contains both public and private data including a photograph and physical description of the predatory offender, as well as the general location of the offender’s residence.

1. A local law enforcement agency will generally provide Offender Fact Sheets for Level II predatory offenders directly to the school district.
2. Level III Offender Fact Sheets will be distributed at a community meeting conducted by the local law enforcement agency.

F. “Law enforcement agency” means the law enforcement agency having primary jurisdiction over the location where the offender expects to reside upon release. (Minn. Stat. § 244.052, Subd. 1(3))

G. “Criminal history conviction data” is public data on a convicted criminal which is compiled by the State Bureau of Criminal Apprehension (BCA). (*Minn. Stat. § 13.87*)

IV. PROCEDURES

A. Level II Notification

In keeping with the statutorily designated purpose that Offender Fact Sheets are to be used by staff members to secure the school and protect individuals in the school district’s care while they are on or near the school district’s premises or under the control of the school district, the school district will take the following steps:

1. The superintendent shall notify the law enforcement agencies within the school district that all appropriate Level II and Level III notifications are to be provided at least to the superintendent of schools.
2. Upon notification of the release of a Level II predatory offender, the superintendent shall forward the Offender Fact Sheet to all building principals and central office administrators. This would include transportation, food service and buildings and grounds supervisors.
3. Principals of schools in close proximity to the Level II predatory offender’s residence shall meet with staff and show the Offender Fact Sheet to persons within the buildings who supervise students or who would be in a position to observe if the Level II offender was in or around the school. This includes, but is not limited to, administrators, teachers, coaches, paraprofessionals, custodians, clerical and office workers, food service workers, volunteers, and transportation providers.
4. The school district shall request criminal history conviction data on the Level II predatory offender from its local law enforcement agency. On a case-by-case basis, the superintendent may determine whether to send a letter to parents with general information regarding release of the Level II offender and a copy of the criminal history conviction data that the school district obtained from its local law enforcement agency. The offender fact sheet contains data classified as private or not public under Minnesota law and may only be distributed to parents, students, or others outside the school district if it determines the release is for the purpose of securing the schools and protecting individuals under the school district’s care while they are on or near school premises.
5. The building administrator shall cause the Offender Fact Sheet to be posted in each building in an area accessible to staff and employees but not the general public unless a determination has been made that public posting will help secure the school or protect students.
6. The school district shall not distribute or provide access to Level II Offender Fact Sheets to parents, students, or others outside the school district unless a determination has been made that dissemination of the data will help secure the school or protect students.

B. Level III Notification

1. The superintendent shall notify the law enforcement agencies within the school district that all Level III notifications of community meetings are to be provided to the superintendent of schools.
2. When a Level III predatory offender is released into a community, generally the local law enforcement agency will notify the school district of the time and location of the community meeting at which the Level III Offender Fact Sheet will be distributed to the community.

3. When the school district receives this information, the superintendent shall determine on a case-by-case basis whether the school district will notify parents and students of the time, date, and location of the community meeting.
4. When notified of a Level III predatory offender community meeting the superintendent or another school district administrator designated by the superintendent shall attend the community notification meeting.
5. When the school district receives information that a Level III predatory offender is moving into the school district, in addition to following the procedures specified above, the school district shall follow the procedures outlined for a Level II notification.
6. If the predatory offender is participating in programs offered by the school district that require or allow the person to interact with children other than the person's children, the superintendent shall notify parents of children in the school district of the contents of the Offender Fact Sheet.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 244.052 (Community Notification)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
42 U.S.C. § 16901 *et seq.* (Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program)
Dept. of Admin. Advisory Op. No. 98-004
Cross References: MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

29. Consider **FIRST** reading of MSBA and district Policies for discussion, update and revision.

The following policies are being submitted for their **FIRST** reading: #201 - Legal Status of the School Board; #208 - Development, Adoption & Implementation of Policies; #209 - Code of Ethics; #301 - School District Administration; #302 - Superintendent; #303 Superintendent Selection; #304 - Superintendent Contract, Duties, and Evaluation; #305 - Policy Implementation; #306 - Administrator Code of Ethics; #511 Student Fundraising; #513 - Student Promotion, Retention, and Program Design; #518 - DNR-DNI Orders; #519 Interviews of Students by Outside Agencies; #602 - Organization of School Calendar & School Day; #606 - Textbooks & Instructional Materials; #901 - Community Education; #903 - Visitors to School District Buildings & Sites. **NO ACTION REQUIRED AT THIS TIME.**

Adopted: MSBA/MASA Model Policy 201
Orig. 1995
Revised: Rev. 2009

#201 - LEGAL STATUS OF THE SCHOOL BOARD

I. PURPOSE

The care, management, and control of the schools is vested by statutory and constitutional authority in the school board. The school board shall carry out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education. The purpose of this policy is to define the authority, duties, and powers of the school board in carrying out its mission.

II. GENERAL STATEMENT OF POLICY

- A. The school board is the governing body of the school district. As such, the school board has responsibility for the care, management, and control over public schools in the school district.
- B. Generally, elected members of the school board have binding authority only when acting as a school board legally in session, except where specific authority is provided to school board members or officers individually. Generally, the school board is not bound by an action or statement on the part of an individual school board member unless the action is specifically directed or authorized by the school board.

III. DEFINITION

“School board” means the governing body of the school district.

IV. ORGANIZATION AND MEMBERSHIP

- A. The membership of the school board consists of six elected directors, or seven if the school board has submitted the question to the electors and a majority have approved a seven-member school board. The term of office is four years.

[Note: This number may be different for combining or consolidating school boards that are in a transition period.]

- B. There may be other ex officio members of the school board as provided by law. The superintendent is an ex officio member.
- C. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the school board.

V. POWERS AND DUTIES

- A. The school board has powers and duties specified by statute. The school board’s authority includes implied powers in addition to specific powers granted by the legislature.
- B. The school board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.
- C. The school board shall superintend and manage the schools of the school district; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.
- D. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.
- E. The school board, among other duties, shall perform the following in accordance with

applicable law:

1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
2. conduct the business of the schools and pay indebtedness and proper expenses;
3. employ and contract with necessary qualified teachers and discharge the same for cause;
4. provide services to promote the health of its pupils;
5. provide school buildings and erect needed buildings;
6. purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes;
7. provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases;
8. employ and discharge necessary employees and contract for other services;
9. provide for transportation of pupils to and from school, as governed by statute; and
10. procure insurance against liability of the school district, its officers, and employees.

F. The school board, at its discretion, may perform the following:

1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;
2. furnish school lunches for pupils and teachers on such terms as the school board determines;
3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;
4. lease rooms or buildings for school purposes;
5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
6. authorize cocurricular and extracurricular activities;
7. receive, for the benefit of the school district, bequests, donations, or gifts for any

proper purpose; and

- 8. perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

Legal References: Minn. Stat. § 123A.22 (Cooperative Centers)
Minn. Stat. § 123B.02 (General Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.14 (School District Officers)
Minn. Stat. § 123B.23 (Liability Insurance)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)
Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)
Minn. Stat. § 123B.85 (Definition)
Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233, 199 N.W. 911 (1924)

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the School District)
MSBA/MASA Model Policy 202 (School Board Officers)
MSBA/MASA Model Policy 203 (Operation of the School Board -Governing Rules)
MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

Adopted: MSBA/MASA Model Policy 208
Orig. 1995
Revised: Rev. 2015

#208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

[Note: The provisions of this policy are recommendations. The procedures for policy development, adoption, and implementation are not specifically provided by statute.]

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to continue to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policy statements shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form which is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

- A. The school board has jurisdiction to legislate policy for the school district with the force and effect of law. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policy to the administration.

- B. The school board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and directives by the administration. The school board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.
- C. Policies may be proposed by a school board member, employee, student or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION OF POLICY

- A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings prior to final school board action.
- B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a subsequent meeting after the meetings at which public input was received. The policy will be effective on the later of the date of passage or the date stated in the motion.
- C. In the case of an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The emergency policy shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency situation.
- D. If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

V. IMPLEMENTATION OF POLICY

- A. The superintendent shall be responsible for implementing school board policies, **other than the policies that cover how the school board will operate. The superintendent shall develop** administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.

[Note: These policies are found in the 200 Series of the MSBA/MASA Policy Reference Manual.]

- B. ~~Each school board member shall have access to this policy manual, and a copy shall be placed in the office of each school attendance center. Manuals shall be available in the~~

~~central office and made available for reference purposes to other interested persons.~~

Policies shall be accessible to all members of the public on the school website.

- C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policy manuals current.
- D. The school board shall review policies at least once every three years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: 410 Family and Medical Leave Policy; 413 Harassment and Violence; 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse; 415 Mandated Reporting of Maltreatment of Vulnerable Adults; 506 Student Discipline; 514 Bullying Prohibition Policy; 522 Student Sex Nondiscrimination; 524 Internet Acceptable Use and Safety Policy; 616 School District System Accountability; and 806 Crisis Management Policy.
- E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)

Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References: MSBA/MASA Model Policy 305 (Policy Implementation)

Adopted: MSBA/MASA Model Policy 209

Orig. 1995

Revised: Rev. 2009

209 CODE OF ETHICS

I. PURPOSE

The purpose of this policy is to assist the individual school board member in understanding his or her role as part of a school board and in recognizing the contribution that each member must make to develop an effective and responsible school board.

II. GENERAL STATEMENT OF POLICY

Each school board member shall follow the code of ethics stated in this policy.

- A. AS A MEMBER OF THE SCHOOL BOARD, I WILL:
 - 1. Attend school board meetings.
 - 2. Come to the meetings prepared for discussion of the agenda items.
 - 3. Listen to the opinions and views of others (including, but not limited to, other school

board members, administration, staff, students, and community members).

4. Vote my conscience after informed discussion, unless I abstain because a conflict of interest exists.
5. Support the decision of the school board, even if my position concerning the issue was different.
6. Recognize the integrity of my predecessors and associates and appreciate their work.
7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.
8. Inform myself about the proper duties and functions of a school board member.

B. IN PERFORMING THE PROPER FUNCTIONS OF A SCHOOL BOARD MEMBER, I WILL:

1. Focus on education policy as much as possible.
2. Remember my responsibility is to set policy – not to implement policy.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.
4. Recognize that my responsibility, exercised through the actions of the school board as a whole, is to see that the schools are properly run – not to run them myself.
5. Work through the superintendent – not over or around the superintendent.
6. Delegate the implementation of school board decisions to the superintendent.

C. TO MAINTAIN RELATIONS WITH OTHER MEMBERS OF THE SCHOOL BOARD, I WILL:

1. Respect the rights of others to have and express opinions.
2. Recognize that authority rests with the school board in legal session – not with the individual members of the school board except as authorized by law.
3. Make no disparaging remarks, in or out of school board meetings, about other members of the school board or their opinions.
4. Keep an open mind about how I will vote on any proposition until the board has met and fully discussed the issue.
5. Make decisions by voting in school board meetings after all sides of debatable questions have been presented.
6. Insist that committees be appointed to serve only in an advisory capacity to the school board.

D. IN MEETING MY RESPONSIBILITIES TO MY COMMUNITY, I WILL:

1. Attempt to appraise and plan for both the present and future educational needs of the school district and community.
2. Attempt to obtain adequate financial support for the school district's programs.
3. Insist that business transactions of the school district be ethical and open.
4. Strive to uphold my responsibilities and accountability to the taxpayers in my school district.

E. IN WORKING WITH THE SUPERINTENDENT OF SCHOOLS AND STAFF, I WILL:

1. Hold the superintendent responsible for the administration of the school district.
2. Give the superintendent authority commensurate with his or her responsibilities.
3. Assure that the school district will be administered by the best professional personnel available.
4. Consider the recommendation of the superintendent in hiring all employees.
5. Participate in school board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.
6. Insist the superintendent keep the school board adequately informed at all times.
7. Offer the superintendent counsel and advice.
8. Recognize the status of the superintendent as the chief executive officer and a non-voting, ex officio member of the school board.
9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole school board for proper referral according to the chain of command.
10. Present any personal criticisms of employees to the superintendent.
11. Provide support for the superintendent and employees of the school district so they may perform their proper functions on a professional level.

F. IN FULFILLING MY LEGAL OBLIGATIONS AS A SCHOOL BOARD MEMBER, I WILL:

1. Comply with all federal, state, and local laws relating to my work as a school board member.
2. Comply with all school district policies as adopted by the school board.
3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.

4. Recognize that school district business may be legally transacted only in an open meeting of the school board.
5. Avoid conflicts of interest and refrain from using my school board position for personal gain.
6. Take no private action that will compromise the school board or administration.
7. Guard the confidentiality of information that is protected under applicable law.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)

Minn. Stat. § 123B.09 (School Board Powers)

Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Cross References: MSBA Service Manual, Chapter 1, School Board Member Code of Ethics

Adopted: MSBA/MASA Model Policy 301

Orig. 1995

Revised: Rev. 2011

#301 - SCHOOL DISTRICT ADMINISTRATION

I. PURPOSE

The purpose of this policy is to clarify the role of the school district administration and its relationship with the school board.

II. GENERAL STATEMENT OF POLICY

- A. Effective administration and sound management practices are essential to realizing educational excellence. It is the responsibility of the school district administration to develop a school environment that recognizes the dignity of each student and employee, and the right of each student to access educational programs and services.
- B. The school board expects all activities related to the operation of the school district to be administered in a well-planned manner, conducted in an orderly fashion, and to be consistent with the policies of the school board.
- C. The school board shall seek specific recommendations, background information and professional advice from the school district administration, and will hold the administration accountable for sound management of the schools.
- D. Although the school board holds the superintendent ultimately responsible for administration of the school district and annual evaluation of each principal, the school board also recognizes the direct responsibility of principals for educational results and effective administration, supervisory, and instructional leadership at the school building level.
- E. The school board and school administration shall work together to share information and decisions

that best serve the needs of school district students within financial and facility constraints that may exist.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Minn. Stat. § 123B.147 (Principals)

Cross References: MSBA Service Manual, Chapter 3, Superintendent of Schools

Adopted: MSBA/MASA Model Policy 302

Orig. 1995

Revised: Rev. 2011

#302 - SUPERINTENDENT

I. PURPOSE

The purpose of this policy is to recognize the importance of the role of the superintendent and the overall responsibility of that position within the school district.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent who shall serve as an ex officio, nonvoting member of the school board and as chief executive officer of the school system.

III. GENERAL RESPONSIBILITIES

- A. The superintendent is responsible for the management of the schools, the administration of all school district policies, and is directly accountable to the school board.
- B. The superintendent shall annually evaluate each principal assigned responsibility for supervising a school building in the district.
- C. The superintendent may delegate responsibilities to other school district personnel, but shall continue to be accountable for actions taken under such delegation.
- D. Where responsibilities are not specifically prescribed, nor school board policy applicable, the superintendent shall use personal and professional judgment, subject to review by the school board.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA/MASA Model Policy 202 (School Board Officers)

MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)

MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)

MSBA/MASA Model Policy 301 (School District Administration)

MSBA/MASA Model Policy 303 (Superintendent Selection)

MSBA/MASA Model Policy 304 (Superintendent Contract, Duties, and Evaluation)

MSBA/MASA Model Policy 305 (Policy Implementation)

MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

MSBA/MASA Model Policy 412 (Expense Reimbursement)

MSBA/MASA Model Policy 510 (School Activities)
 MSBA/MASA Model Policy 511 (Student Fundraising)
 MSBA/MASA Model Policy 513 (Student Promotion, Retention, and Program Design)
 MSBA/MASA Model Policy 602 (Organization of School Calendar and School Day)
 MSBA/MASA Model Policy 605 (Alternative Programs)
 MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
 MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
 MSBA/MASA Model Policy 802 (Disposition of Obsolete Equipment and Material)
 MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
 MSBA/MASA Model Policy 905 (Advertising)
 MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
 MSBA/MASA Model Policy 907 (Rewards)
 MSBA Service Manual, Chapter 3, Superintendent of Schools

Adopted: MSBA/MASA Model Policy 303
Orig. 1995
Revised: Rev. 2003

#303 - SUPERINTENDENT SELECTION

I. PURPOSE

The purpose of this policy is to convey to the school community that the authority to select and employ a superintendent is vested in the school board.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent to serve as the chief executive officer of the school board and to conduct the daily operations of the school district.

III. QUALIFICATIONS

- A. The school board shall consider applicants who meet or exceed the licensing standards set by the Minnesota Board of School Administrators and qualifications established in the job description for the superintendent position. State and federal equal employment and nondiscrimination requirements shall be observed throughout the recruitment and selection process.
- B. The school board will consider professional preparation, experience, skill and demonstrated competence of qualified applicants in making a final decision.

IV. SELECTION

- A. A process for recruitment, screening, and interviewing of candidates shall be developed by the school board.
- B. The school board may contract for assistance in the search for a superintendent.

- C. The school board shall provide the contract for the superintendent and specifically identify all conditions of employment mutually agreed upon with the superintendent. In so doing, the school board shall observe all requirements of state and federal law and school board policy.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Minn. Rules, Chapter 3512

Cross References: MSBA Service Manual, Chapter 3, Superintendent of Schools

Adopted: MSBA/MASA Model Policy 304

Orig. 1995

Revised: Rev. 1999

#304 - SUPERINTENDENT CONTRACT, DUTIES, AND EVALUATION

I. PURPOSE

The purpose of this policy is to provide for the use of an employment contract with the superintendent, a position description and the use of an approved instrument to evaluate performance.

II. GENERAL STATEMENT OF POLICY

- A. The superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.
- B. The specific duties for which the superintendent is accountable shall be set forth in a position description for the superintendent and shall be measured by a performance appraisal instrument approved by the school board in consultation with the superintendent. The school board shall use this instrument to periodically evaluate the performance of the superintendent.
- C. The school board may use the model contract approved by the boards of the Minnesota School Boards Association and the Minnesota Association of School Administrators as a model instrument.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA Service Manual, Chapter 3, Superintendent of Schools (See Model Contract, Sample Performance Appraisals, and Model Job Description)

Adopted: MSBA/MASA Model Policy 305

Orig. 1995

Revised: Rev. 1999

#305 - POLICY IMPLEMENTATION

I. PURPOSE

The purpose of this policy is to clarify the responsibility of the school administration for implementation of school board policy.

II. GENERAL STATEMENT OF POLICY

- A. It shall be the responsibility of the superintendent to implement school board policy and to recommend additions or modifications thereto. The administration is authorized to develop guidelines and directives to effectuate the implementation of school board policies. These guidelines and directives shall not be inconsistent with said policies. At least annually, these written procedures shall be presented to the school board for review.
- B. Employee and student handbooks shall be subject to annual review and approval by the school board.
- C. School principals and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the superintendent to assure compliance with school board policy and shall be approved by the school board.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)

Adopted: MSBA/MASA Model Policy 306

Orig. 1995

Revised: Rev. 2002

#306 - ADMINISTRATOR CODE OF ETHICS

I. PURPOSE

The purpose of this policy is to establish the requirements of the school board that school administrators adhere to the standards of ethics and professional conduct in this policy and Minnesota law.

II. GENERAL STATEMENT OF POLICY

- A. An educational administrator’s professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator’s actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator must subscribe to the following standards.

B. The Educational Administrator:

1. Makes the well-being of students the fundamental value of all decision-making and actions.
2. Fulfills professional responsibilities with honesty and integrity.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
5. Implements the school board’s policies.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.
7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.
8. Accepts academic degrees or professional certification only from duly accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release, or dissolution is mutually agreed upon by all parties to the contract.
11. Adheres to the Code of Ethics for School Administrators in Minnesota Rule.

Legal References: Minn. Stat. § 122A.14, Subd. 4 (Code of Ethics)
 Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)

Cross References:

Adopted: MSBA/MASA Model Policy 511
Orig. 1995
Revised: Rev. 2003

#511 - STUDENT FUNDRAISING

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The school board recognizes a desire and a need by some student organizations for fundraising. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students and the general public.

III. RESPONSIBILITY

- A. It shall be the responsibility of the building administrators to develop recommendations to the superintendent that will result in a level of activity deemed acceptable by employees, parents and students. Fundraising must be conducted in a manner that will not result in embarrassment on the part of individual students, employees, or the school.
- B. All fundraising activities must be approved in advance by the administration. Participation in non-approved activities shall be considered a violation of school district policy.
- C. It shall be the responsibility of the superintendent to provide coordination of student fundraising throughout the school district as deemed appropriate.
- D. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.
- E. The school district expects all employees who plan, supervise, coordinate, or participate in student fundraising activities to act in the best interests of the students and to represent the school, the student organization, and the community in a responsible manner.

IV. ANNUAL REPORT

The superintendent shall report to the school board, at least annually, on the nature and scope of student fundraising activities approved pursuant to this policy.

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

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

Adopted: MSBA/MASA Model Policy 513
Orig. 1995
Revised: Rev. 2007

#513 - STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents and students regarding student promotion, retention and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion
Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention
Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered as well as scholastic achievement. The superintendent’s decision shall be final.

C. Program Design
1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A procedure for screening and identifying students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options.
2. The school district will adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
a. assess a student’s readiness and motivation for acceleration; and
b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendents)
Cross References: 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 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: MSBA/MASA Model Policy 518
Orig. 1995
Revised: Rev. 2003

#518 - DNR-DNI ORDERS

I. PURPOSE

The school district recognizes that it is serving students with complex health needs. The school district also recognizes that school district staff may be confronted with requests to withhold emergency care of a student in the event of a life threatening situation at school or school activities or be presented with Do Not

Resuscitate/Do Not Intubate (DNR-DNI) orders. The purpose of this policy is to provide guidance to school district staff and parents or guardians in these situations.

II. GENERAL STATEMENT OF POLICY

- A. The primary mission of the school district is education. DNR-DNI orders are medical documents. School district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel.
- B. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.
- C. School district staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities.
- D. The parent/guardian will be notified of the emergency as soon as possible.
- E. Notwithstanding this school district policy, IEP and Section 504 teams must develop individualized medical emergency care plans for students when appropriate in accordance with state and federal law.
- F. Parents/guardians who request that emergency care be withheld for their child or who present DNR-DNI orders, shall be advised of and shall be given a copy of this policy.

Legal References: 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. §§ 12101-12213 (Americans with Disabilities Act)

Cross References:

Adopted: MSBA/MASA Model Policy 519
Orig. 1995
Revised: Rev. 2002

#519 - INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

I. PURPOSE

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

II. GENERAL STATEMENT OF POLICY

- A. Generally, students may not be interviewed during the school day by persons other than a student's

parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.

- B. Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request, the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

- A. In the case of an investigation pursuant to the Maltreatment of Minors Act, Minn. Stat. § 626.556, Subd. 10, a local welfare agency, **the agency responsible for investigating the report**, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. The interview may take place outside the presence of the perpetrator or parent, legal custodian, guardian, or school district official.
- B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to **Minn. Stat. § 626.556, Subd. 10 (c)** may specify that school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a part of the child's record. The school district official must receive a copy of the order from the local welfare or law enforcement agency.
- C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. Where the interviews are conducted by the local welfare agency, the notification must be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, **unless a school employee or agent is alleged to have maltreated the child**. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency **or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation**.
- D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the

local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.

- E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

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

Minn. Stat. § 626.556, Subd. 10(c) and (d) (Duties of Local Welfare Agency and Local Law Enforcement Agency Upon Receipt of a Report)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted: MSBA/MASA Model Policy 602

Orig. 1995

Revised: Rev. 2013

#602 - ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

[Note: The annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school commencing with the 2012-2013 school year. Also commencing with the 2013-2014 school year, the school calendar for all-day kindergarten must include at least 850

hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the Commissioner of Education under Minn. Stat. § 124D.126.]

[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minn. Stat. § 122A.40, Subds. 7 and 7a, or Minn. Stat. § 122A.41, Subds. 4 and 4a, the school district shall adopt as its school calendar a total of 240 days of student instruction and staff development, of which the total number of staff development days equals the difference between the total number of days of student instruction and 240 days. The school board may schedule additional staff development days throughout the calendar year.]

- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.
1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minn. Stat. § 123A.30, § 123A.32, or § 123A.35 with a school district that qualifies under Section III.B.1.
 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

[Note: The provisions of the prior law requiring the school board to adopt the calendar for the next school year by April 1 have been repealed. The school board should still attempt to establish the calendar as early as possible so proper planning can take place by all members of the school community.]

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various

grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.

- C. Proposed changes in the school day shall be subject to review and approval by the school board.

Legal References: Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.11, Subd. 9 (Revenue for Results-Oriented Charter School)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

Cross References: MSBA/MASA Model Policy 425 (Staff Development)

Adopted: MSBA/MASA Model Policy 606
Orig. 1995
Revised: Rev. 2005

#606 - TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.

- B. In reviewing textbooks and instructional materials during the selection process, the

professional staff shall select materials which:

1. support the goals and objectives of the education programs;
 2. consider the needs, age, and maturity of students;
 3. foster respect and appreciation for cultural diversity and varied opinion;
 4. fit within the constraints of the school district budget;
 5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61;
 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
 7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.
- B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The superintendent shall present a procedure to the school board for review and approval

regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)

Minn. Stat. § 120B.235 (American Heritage Education)

Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)

Minn. Stat. § 124D.59-124D.61 (Limited English Proficiency)

Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)

Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

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

MSBA/MASA Model Policy 604 (Instructional Curriculum)

Adopted: MSBA/MASA Model Policy 901

Orig. 1995

Revised: Rev. 1999

#901 - COMMUNITY EDUCATION

I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the important role of community education within the school district.

II. GENERAL STATEMENT OF POLICY

The school board affirms a strong commitment to the community education program. The school board welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. The school administration should strive to accomplish the following objectives:

- A. Maximum use should be made of public school facilities within the school district service area.
- B. Educational needs and interest of area residents should be determined periodically.
- C. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.
- D. Area residents should be encouraged to actively participate in program opportunities.

III. COMMUNITY EDUCATION ADVISORY COUNCIL

- A. The council shall assist in promoting the goals and objectives of the program.
- B. The membership of the community education advisory will consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local

government units located in whole or in part within the boundaries of the school district; and any other groups participating in the community education program in the school district.

C. Bylaws of the community education advisory council shall provide the framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.

D. The council will adopt a policy to reduce and eliminate program duplication within the school district.

Legal References: Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)

Minn. Stat. § 124D.19, Subd. 1 (Community Education Programs; Advisory Council)

Minn. Stat. § 124D.20, Subd. 1 (Community Education Revenue)

Cross References: MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)

Adopted: MSBA/MASA Model Policy 903

Orig. 1995

Revised: Rev. 2002

#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. RESPONSIBILITY

A. The school district administration shall present recommended visitor 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 superintendent to provide coordination that may be needed throughout the process and provide for periodic school board review and approval of the procedures.

IV. VISITOR LIMITATIONS

- A. An individual 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 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 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. § 128C.08 (Assaulting a Sports Official Prohibited)

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

Cross References:

- 28. Reminder of the July school board meeting.

The July Regular School Board meeting is set for Monday, July 18th, 7:00 pm, B100 – Community Room.

- 29. Adjourn.
