

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

AGENDA
REGULAR SCHOOL BOARD MEETING
Monday, December 14, 2015
7:00 pm – BAHS Community Room

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 Nov.12th Special and the November 16th Regular School Board meetings.
 - b. Approve the December bills.
 - c. Review and accept the December Treasurer's report.
 - d. Enrollment Analysis.
4. Acknowledgement of Donations or Contributions
5. Open Forum
6. Review Student Council Representative's report.
7. Review Elementary Principal's report.
8. Review Activities/Community Ed Director report.
9. Review High School Principal's report.
10. Review District Assessment Coordinator's report. - **No report this month.**
11. Superintendent's Report
12. Acknowledge "Braham HONORS" Recipients
13. School Board members' reports/updates.
14. Consider the proposed Final 2015 Payable 2016 District 314 Property Tax Levy.
15. Consider Personnel items.
16. Consider 2015-2016 Seniority List Support Personnel
17. Consider ratification of the 2015-2017 BEA Contract Agreement.
18. Consider acceptance of the FY 2015 School District Audit Report.
19. Review the proposed 2016-2017 School Calendar.
20. Consider approval of fundraisers from requesting group.
21. Consider FIRST reading of MSBA and district Policies for update and revision.
22. Consider motion to carry over current school board officers.
23. Reminder of the January 4th Organizational and January 25th Regular School Board meetings.
24. Adjourn.

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

Roll Call.

- 2. Adopt agenda.

- 3. Consent Agenda.

- a. Approve the minutes of the Nov. 12th Special and the November 16th Regular School Board meetings.

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

Special School Board Meeting
Thursday, November 12, 2015
7:30 a.m.. - BAHS Community Room

The Special meeting was called to order by Chair Steve Eklund at 7:30 a.m.
The Pledge of Allegiance was given.

Members present: Steven Eklund, Robert Hughes, Zane Braund, Tony Cuda, Allison Londgren,
Mike Thompson.

Members absent: Angie Flowers and Supt. Ken Gagner

Motion by A. Londgren, second by R. Hughes to adopt the agenda as printed. Carried.

Following review of the Election Judges' Abstract and Return of Votes Cast, motion by M. Thompson, second by T. Cuda to adopt the Resolution Canvassing the Returns of Votes of the November 3rd, 2015 School Board Member Election. Carried. A copy of said resolution shall be a part of the official minutes.

Following the canvassing of the returns of the November 3rd School Board Member election, motion by R. Hughes, second by A. Londgren to adopt the Resolution Authorizing Issuance of Certificates of Election. Carried. A copy of said resolution shall be a part of the official minutes.

Motion by A. Londgren. second by M. Thompson to adjourn the meeting.

Chair Eklund adjourned the special school board meeting at 7:32 a.m.

Zane Braund, Clerk

Attest: _____
Steve Eklund, Chair

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

Regular School Board Meeting
Monday, November 16, 2015
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, R. Hughes, Z. Braund, T. Cuda, A. Flowers, A. Londgren, M. Thompson
and Supt. Gagner

Members absent: NONE

Motion by R. Hughes, second by T. Cuda to adopt the agenda with a correction under Personnel Item #15. Carried

Motion by M. Thompson, second by A. Londgren to approve the minutes of the Oct. 19 Regular School Board meeting; approve the Nov. bills \$544,543.45; accept the Nov. Treasurer's report; review the enrollment analysis; acknowledge *Beauty and the Beast* volunteers. Carried.

Motion by M. Thompson, second by Z. Braund to acknowledge the Nov. 2015 donations for the purposes requested: for discretionary activities \$1,000 from Gordon Stone; for scholarship to NW Univ in St Paul or Crown College \$2,000 from an anonymous donor; for Power Mechanics \$75 from Mille Lacs Oil Co, \$100 from Aurelius Mfg Co, Inc, \$250 from Team Industries and \$100 from Braham Motor Services, Inc, and, \$1,500 value of sheet plate from Schlagel, Inc. Carried

On behalf of the School Board, Chair Eklund expressed appreciation to the volunteers who helped with *Beauty and the Beast*: Andrea Downing, Susan Severson, Kathy and Phil Olson, Jessica and Kathy Anlauf, Ogilvie HS Theatre Dept, Play, Inc, Cambridge-Isanti Theatre Dept, Kyle Fix, Jim Knudtson, Marlene and Darwin Nelson, Angie and Kelly Londgren, Viva Anderson, Butch Erickson, Mike VanderHeyden, Pat Joyal, Vern Fix, Jennifer TenNapel, and Alyssa Mattson.

Alexxis Fix from Student Council reviewed their written report. They will be selling Braham Bomber apparel at Pizza Pub. Many members attended WE day on Nov. 3rd at the Xcel Energy Center. Student Council provided rolls, a treat and tours of the school for retirees on Nov. 9th. They are hosting a Thanksgiving basket food drive for local families.

Under Open Forum - Butch Erickson asked about lighting in C100. E. Linner from WOLD will present the interior project bids which includes C100 later in the meeting.

Greg Burkhardt, Auditor from Burkhardt and Burkhardt, presented and explained the FY15 School District Audit report. The expenditure budget is too high. We need to get the fund balance up closer to the 20-25% recommended by the State Auditor and MDE. This year PERA and TRA pension liability had to be included in the audit report. Mr. Burkhardt complimented the business manager Judy Patzoldt and payroll clerk Marie Sward on their good job. There are seven categories of compliance to be tested: contracting and bidding, deposit and investments, conflicts of interest, public indebtedness, claims and disbursements, miscellaneous provisions and uniform financial accounting and reporting standards for school districts. Burkhardt and Burkhardt stated it is a "clean audit". Board members will continue to review the printed copy and will take action at the Dec. board meeting.

Eric Linner, WOLD Architect presented the board with the breakdown of the bids submitted for the interior facilities projects. The bottom three bids were within \$50,000. Mr. Linner recommended awarding the bid to the low bidder, Ebert Construction out of Corcoran. **Motion by Z. Braund, second by A. Flowers to award the bid to Ebert Construction in the amount of \$964,800 and to reject all six alternates.** Discussion included the "stoops" outside of the two person doors north of the shops and the stage lighting in C100. **Carried.**

Elementary Principal Jeff Eklund reviewed his written report. Parents dropping off and picking up early childhood students in the East lot are being worked with to assure safety of all students. EC staff, Lindsay Rasmussen, Audra Carter and Brianna Nelson are doing a fabulous job. The elementary is a "Celebration" School and the staff is working on being a School of Excellence. Congratulations to Nick Hohn, K-6 tech teacher and technology integrationist as the elementary staff member of the month.

AD/CE Director Shawn Kuhnke reviewed his written report. Cross Country, Volleyball and Football participants did a

great job all season. AD/CE Dir Kuhnke stated how proud he was of all the cast, crew and staff of *"Beauty and the Beast"*. Thank you to Jonelle Klemz and the volunteers who worked so hard on organizing the community halloween party. Congratulations to Elizabeth Altendorf and Alec Downing for being awarded the EXCEL award. Winter sports are well underway. CE Advisory committee met to gather ideas and input for the winter/spring CE brochure.

HS Principal Matt Lattimore's reviewed his written report. Thank you to the anonymous donor who donated materials for the Nat'l Honor Society students to make fleece tie blankets. These blankets will be donated to a local women's shelter. Business teacher Tiffany Flogel and Principal Lattimore met with KBK radio reps about a partnership with them to have our students report Braham activity scores. Details are being worked out. He also met with Joel Larson from MDE to go over the Career and Technical Education Levy and make suggestions to expand our programs. Congratulations to Ed Peckels, Emma Tschumper, Joseph Cauffman, Sydney Bartel, Stephanie Kurvers, Shelby Maslow, Nick Retherford and Thomas Warner as the November Students of the Month.

Supt. Gagner wants all to know that as part of American Education Week "hats off" to our wonderful staff. Thirty-five of our students earned a total of 230 college credits from the U of MN during the 14-15 school year. There are other college classes offered from other universities as well.

Supt. Gagner congratulated the following staff and students for their accomplishments as "Braham HONORS" recipients. They are: Greg Winter for his leadership and dedication in making the 2015 facilities project a reality; FB coaches Shawn Kuhnke, Nick Hohn, Joe Lakeberg, Eric Tye, and Dave Blomdahl for their contribution in earning the NE District Silver Division and Section 7A Championships and the third trip to MSHSL FB tournament; VB coaches Britne Engelking, Tammi Johnson and Brittany Lakeberg for their fifth consecutive Great River Conference VB Championship and section play; and, to staff of *Beauty and the Beast*, Bryan Johnson, Tracy Fix, Karl Fix, Nancy VanderHeyden, Katie Thies, and Amber Hoffman for all contributions to this year's production.

Board members reported on individual meetings and activities attended. Many members attended negotiation meetings, Halloween party, construction update meeting, musical, FB and VB games, and interior bid opening. Supt. Gagner and Chair Eklund met with Gary Lee from MSBA. Supt. Gagner and Member Thompson met with reps from East Central Regional Development Council regarding "Safe Routes to School".

Motion by M. Thompson, second by R. Hughes to approve the employment recommendations of:
Ellen McKinney's hours to be increased by 3.5 hours which began October 20, 2015. She will work 30 hours per week, student contact days only. She is on Step 4 of the Para portion of the Sec/Para Contract.
Pam Eklund to be hired as the 5th grade long-term substitute teacher for approx 12 weeks. Her start date was Nov. 2, 2015. She will be paid at BA+45, Step 5.
Michelle Oquist to be hired as a HS Special Ed para. Ms. Oquist's start date was Nov. 16, 2015. She will work 5 hours per day, student contact days only. She will be paid at Step 2 of the Para portion of the Sec/Para Contract
Shawna Vanderberg Surdey to be hired as a Special Ed Para. Her start date was Nov. 2, 2015. She will work 33.75 hours per week student contact days only. She will be placed on Step 1 of the para portion of the Sec/Para Contract.
Carried.

Motion by A. Londgren, second by T. Cuda to accept the resignations of:
Jessica Harstad, Part-time School Nurse effective October 23, 2015 and,
Webster Ford, HS Spec Ed Teacher effective October 29, 2015. Carried.

Motion by R. Hughes, second by M. Thompson to approve the FMLA maternity leave for Mariah Olson. Her leave will begin approximately April 27, 2016. She is planning on 6 weeks, but may need to take 12 weeks. Carried.

Motion by Z. Braund, second by R. Hughes to adopt the "Resolution Authorizing Purchase and Use of Signature Stamps. A copy of said resolution shall become part of the official minutes. Carried.

Motion by A. Londgren, second by A. Flowers to approve the following fundraisers: Clothing sale for girls basketball and a spaghetti dinner for baseball. Carried.

Reminder to all present of the December Regular School Board meeting set for Monday, December 14th, at 7 p.m. in B100 - Community Room. This meeting will include consideration of the Final 2015 Payable 2016 Property Tax Levy.

Motion by M. Thompson, second by R. Hughes to adjourn the meeting. Chair Eklund adjourned the meeting at 8:20 p.m.

Zane Braund, Clerk

Attest: _____
Steven Eklund, Chair

- b. Approve the December bills.
- c. Review and accept the December Treasurer’s report.
- d. Review enrollment analysis
Enrollment analysis and comparison.

Grade	Sept 16	Oct 5	Nov 2	Dec 1
K	66	63	63	63
1	55	55	55	54
2	63	63	64	63
3	52	50	50	50
4	65	65	64	64
5	66	65	64	62
6	62	60	59	57
7	74	75	75	75
8	66	64	65	64
9	61	62	62	60
10	58	57	57	58
11	50	50	50	50
12	68	66	67	68
K - 12				
Sub-Total	806	795	795	788
EC/SE	26	18	20	18
TOTAL				
K - 12				
plus				
ECSE	832	813	815	806

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
Susan Severson	\$96.87 value	Supplies for “Beauty and the Beast”
Gordon Stone	\$1,000.00	Discretionary spending Boys BB
Mora Chevrolet/Buick	\$50.00	High School
Dale’s Heating and Appliance	\$75.00	Power Mechanics
Northpost Inc	\$25.00	Power Mechanics
Gordon Stone	\$500.00	Power Mechanics

Rocky's H2O Softners & Repair, LLC	\$30.00	Power Mechanics
Cambridge State Bank	\$50.00	Power Mechanics
Diversified Bronze	value of 14 front axles \$280.00	Power Mechanics
Mr. & Mrs. Litchy	\$60.00	Power Mechanics
East Central Sanitation	\$100.00	Power Mechanics
D & M Excavating	\$100.00	Power Mechanics

5. Open Forum.

6. Review Student Council Representative's report.

**BAHS Student Council
School Board Report
December 2015**

Braham Chamber of Commerce: Student Council Public Relations Director Alexis Fix and RaeAnne Leaf attended the most recent Chamber Meeting and discussed what clothing items we purchased to be sold at the Pizza Pub or possibly the Market and Deli.

Bake Sale

The bake sale went well, we all worked together to make it a another successful bake sale!

Thanksgiving Baskets

We started working on Thanksgiving baskets in Advisory on November 12. We gave the baskets to 10 different families in the community with whole well rounded baskets full of the Thanksgiving necessities.

Santa Day

We have volunteered at Santa Day again this year! It was held at the Braham Event Center and we ran the photo booth with Santa! It went very well and was lots of fun seeing all the little kids with Santa!

Candy Grams

For Christmas this year, we will be selling Candy Grams during the lunch shifts the week before Winter Break.

Sno Daze

We have decided to do Sno Daze again this year. This year, it will be held on February 16-19.

Pennies for Patients

We will be collecting money for Pennies for Patients the same week as Sno Daze. There will be a competition held between the Advisories.

Bomber Apparel and Accessories:

We are currently developing a new order of clothing and accessories to be sold during the home games/matches during the winter season.

Recycling and Announcements:

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

7. Review Elementary Principal's report.

**Braham Area Elementary
December 2015 Board Report**

1. Early Childhood

- Working on our programming for spring 2016 and fall 2016.

2. Conferences

- We had a 98% turn-out for our conferences.

3. Bomber Boost

- Started December 1st.
- We have 60 kids registered.
- Bomber Boost runs from 3-5. It is an extra session of Math & Reading for those that need it.

5.. Staff Member of the Month

- Congratulations to JeanAnn Mattson on being named our Elementary Staff member of the Month.
 - Mrs. Mattson is one of our 1st grade teachers. Mrs. Mattson's lessons are always creative, hands on, and interactive. She does a great job of making learning applicable to real life situations. Last month, JeanAnn also organized our Veteran's Day Program at the Elementary building. This year that involved an added component of student participation and more grade levels. The program went great and our Veterans were VERY appreciative!!!
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8. Review Activities/Community Ed Director report.

**Activities/Community Education Director
School Board Report
December 14, 2015**

1. Winter Participation Numbers:

a. 9-12 Boys Basketball	25
b. 9-12 Girls Basketball	17
c. 7- 8 Boys Basketball	26
d. 9-12 Wrestling	8
e. 7-8 Wrestling	4
f. 9-12 Speech	5
g. 9-12 Academic Bowl	8

2. All winter sporting activities are up and running smoothly, with the exception of JH GBB, which will not start until January 4, 2016.
3. The estimated shipment date for the new scoreboards is December 15. We have an installation date set for Tuesday, December 29. Once again a big thank you to all who have donated toward this cause.
4. Congratulations to our AAA winners for this 2014-2015 school year, Jacob Ambrose and Angela

Bendickson. Applications are due to the MSHSL by January 11, 2016, but will be sent in before the Christmas break.

5. The Winter Concert Season is well underway, a big congratulations and thank you to Katie Theis and Bryan Johnson for the wonderful Holiday music.
6. The All-Conference Band/Choir will practice in Pine City on December 16 for their upcoming event on January 9 also in Pine City. This will be a wonderful opportunity to listen to some great local talent. The performance for community to attend starts at 6:00 pm.
7. The Spring Play under the directorship of Tracy Fix is in its beginning planning stages. This years Spring Play is entitled "*Charlotte's Web*."
8. Community Ed Advisory Council has met on November 16 and December 7. Meetings for Community Ed have been to review upcoming Winter/Spring class offerings.
9. The Winter/Spring Brochure 2016 is set to go out the first week in January. Look for new classes and activities!
10. I wish you all the best this holiday season!

Respectfully Submitted, Shawn Kuhnke

9. Review High School Principal's report.

**School Board Report
December 2015
Matthew Lattimore, Principal**

Veterans Day

We invited our local veterans and spouses to the high school for lunch on Veterans Day. In all we had 32 community members show up! Not only did we offer a top rate lunch provided by our wonderful food service, thanks to Bryan Johnson, Katie Thies we were able to provide music as well during the lunches. The event was well received by both the veterans and the students and we look forward to continuing the tradition in the future.

Teacher Observations

I have completed the first of three rounds for teacher observations. Staff have done a great job of incorporating the chromebooks into their curriculum and I observed research based lessons that are proven to increase student achievement.

Curriculum Day

During our half-day staff was trained in google classroom, which is a learning management system that staff can use to disseminate information and assessments to students via the chromebook. We are using this year to decide on a direction for which LMS we will be using in the future. Staff also had to time to continue to align their curriculum with the standards.

Conferences

We had a total of 155 out of 368 total possible conferences this fall. That gives the high school 42% attendance rate. The breakdown per grade is as follows: 7th - 63%, 8th - 48%, 9th - 44%, 10th - 27%, 11th - 37%, 12th - 26%.

Socktober

The advisories of Jay Sparling, Emily Ludwig and Luke Becker collected socks to donate to New Pathways, Inc located in Cambridge. This year they collected a total of 388 pairs of socks! The value of this was \$450.00!!! Congrats to our staff for putting this together and to our students for their donations!

U of M Twin Cities Campus Agriculture Education Students Visit

We were happy to host future Ag Ed teachers from the U of M Twin Cities Campus Agriculture Education Department. They came to visit our Ag technology programs and see the great work that our students are producing. The students took them through a series of presentations, showing them the different programs that we have to offer. As the professor from the program said, "I also observed that your Ag Science & Technology students enjoyed being the teachers. They likely gained greater self-confidence in their ability to communicate as a result of the interaction. Luke had a good plan to engage both groups of students in the teaching and learning process." Congrats to Luke Becker and his students on a very successful day!

Gold Collar Career Day

We had 7 students attend Gold Collar Career Day in Pine Technical Community College. The day consisted of our students shadowing/PTCC students looking at careers in the following areas; Medallion Design (CAD), Medallion Manufacture, Laser Engraver, Plastic Molding, Robotics and PTCC Info table. The students enjoyed the day and were able to work with the equipment that PTCC has to offer.

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 December students of the month are;

Grade 7: McKayla Carlson-Hughes, Sara Piatz

Grade 8: Josh Klingensmith, Brody Newton

Grade 9: Jeremy Brown, Garrett Freund, Brody Marthaler

Grade 10: James Mager

Grade 12: Jacob Ambrose, RaeAnne Leaf

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10. Review District Assessment Coordinator's report. - **No report this month.**
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11. Superintendent's report.

1. Braham Chamber of Commerce (Dec. 1)

- Representatives from our student council updated the chamber on school events

- Planning is underway for a benefit for Gordy Nordby (father to one of our students) who was injured in a motorcycle accident. The event will be Jan. 9 at the Event Center
 - The annual Business Expo is tentatively planned for April 9 at the Event Center
 - The Chamber has an updated website at: <http://www.brahamchamber.com/>
2. At the time of submission board member Eklund and myself are planning to attend the SEE meeting on Friday, December 11.
 3. A meeting was held on December 9 with Region VI superintendents and Commissioner of Education Brenda Cassellius. Information was shared on upcoming topics for the 2016 legislative session. I will share more information as it becomes available.
 4. Facilities Bond update (as of 11-11-15):
 - The exterior construction project is basically finished for the winter. The last work completed was installation of the storm sewer at the site of the new baseball field. The only other work which may occur will be installing the culvert and driveway on the west side of Elmhurst - this is contingent on permit approval and the weather. Regarding the interior project, the curtains in room C100 have been successfully installed and look very good. We expect the new scoreboards to arrive within the next few weeks. Once they are installed no further work will occur on the interior project until school is out. **Construction Updates will resume next spring.**
 5. Negotiations update:
 - BEA: Tentative settlement reached
 - Custodial, Secs/Paras, Food Service: the second meeting for custodians and food service and third meeting for Secs/Paras were scheduled for the evening of Dec. 9. Several items are on the table.
 6. FYI: Our administrative team, Jim Albright, Police Chief Knowles, and the Isanti County Emergency Manager recently met with representatives from the Department of Homeland Security and Emergency Management. We were able to review safety procedures and conduct a walkthrough of both buildings. We are working to update emergency plans.
 7. Ongoing items:
 - a. Staff Development committee meets on a monthly basis. The group has created a new request form and continues to clarify procedures. We are in the early planning stages for the fall of 2016. Thanks to Beth Stone for leading.
 - b. The World's Best Workforce Plan summary for the 2014-2015 school year is now posted on the district website and a committee has been formed and will meet on December 21 to formulate the 2015-2016 plan. The World's Best Workforce bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:
 - i. All children are ready for school.
 - ii. All third-graders can read at grade level.
 - iii. All racial and economic achievement gaps between students are closed.
 - iv. All students are ready for career and college.
 - v. All students graduate from high school.
 - c. The policy committee met on December 8 and reviewed 12 policies. The committee will continue meeting (next meeting Dec. 30) to ensure the district is in compliance and has clear expectations when making decisions.
 - d. The district Health and Safety Committee met on December 2. A variety of topics were discussed including the results of a mock OSHA inspection. All items found are being addressed.

- e. A Meet and Confer meeting was held with representatives from the board and the Braham Education Association on December 2. Several topics were discussed including communication, the substitute work force, and the proposed 2016-2017 school calendar.
- f. Board member Thompson and myself held a phone conference with Mao Yang (MN DOT) and Richard Heilman (Isanti County Engineer) on Dec. 8 regarding the *Safe Routes to School* grant. After further clarification the district will not be able to pursue this grant opportunity.

12. Acknowledge Braham “HONORS” Recipients.

11/11/2015	Chris Olson	Braham Area School District #314 would like to recognize you for your signing a National Letter of Intent to play college basketball at Minnesota State University at Moorhead. Your hard work and dedication in making the basketball team the best possible is greatly appreciated. Congratulations!	Kuhnke
11/11/2015	Carley Lynch	Braham Area School District #314 would like to recognize you for your signing a National Letter of Intent to play college volleyball at Southwest Minnesota State University. Your hard work and dedication in making the volleyball team the best possible is greatly appreciated. Congratulations!	Kuhnke
11/11/2015	Jonelle Klemz	Braham Area School District #314 would like to recognize you for all of your time and efforts in helping to put the Halloween Party together at the elementary school. You have helped to create a safe environment loaded with games, candy and fun for our Braham kids. Thank you!	Kuhnke
11/17/2015	Elizabeth Altendorf	Braham Area School District #314 would like to congratulate you in being selected as an ExCEL Award winner. ExCEL stands for Excellence in Community, Education and Leadership. It is a unique recognition program designed exclusively for Minnesota high school juniors who are active in school activities, who show leadership qualities, and who are model citizens. You exemplify all of these qualities. Congratulations Lizzie!	Kuhnke
11/17/2015	Alec Downing	Braham Area School District #314 would like to congratulate you in being selected as an ExCEL Award winner. ExCEL stands for Excellence in Community, Education and Leadership. It is a unique recognition program designed exclusively for Minnesota high school juniors who are active in school activities, who show leadership qualities, and who are model citizens. You exemplify all of these qualities. Congratulations Alec!	Kuhnke
11/30/2015	Tracy Fix, Lori Lemieux, Katie Blomdahl, Candice Lund, Jeff Eklund	Braham Area School District #314 would like to recognize you for your leadership role in promoting the School of Excellence process at Braham Area Elementary. Research clearly shows a rigorous process of self study and action planning can have a significant positive impact on student learning. Thank you and good luck on your work!	Gagner
12/2/2015	Sparling, Ludwig's and Becker's Advisory Students	Braham Area School District #314 would like to recognize the advisory classes of Jay Sparling, Emily Ludwig and Luke Becker for donating 388 pairs of socks, valued at \$455 to New Pathways Inc. According to New Pathways Inc., socks are the number one item they are need of the most. It is a great example of demonstrating what Bomber PRIDE means not	Lattimore

		only in our school, but also in our community.	
12/2/2015	Tammi Johnson and the High School Student Council	Braham Area School District #314 would like to recognize Tammi Johnson and the High School Student Council for their work in organizing, collecting and distributing Thanksgiving Baskets to families in our community who were in need over the Thanksgiving holiday. Because of their work 10 families in our community had a Thanksgiving meal that otherwise would not have.	Lattimore
12/7/2017	Helen M. Johnson	Braham Area School District #314 would like to express our gratitude regarding your decision to set up an annual scholarship recognizing a Braham Area graduate. This gift supports our mission to encourage and prepare students to reach their fullest potential. Thank you for this ongoing gift to support learning:)	Gagner

13. School Board members' reports/updates.

14. Consider the proposed Final 2015 Payable 2016 District 314 Property Tax Levy.

It is important at this point in the meeting, any district resident who may be in attendance and wishes to ask questions or to express an opinion on the proposed final levy being considered for adoption by the school board is given the opportunity to do so. Supt. Gagner will show a "Taxation 101" video at this time.

Minnesota Department of Education			
Levy Limitation and Certification Report			
2015 Payable 2016			
District Number-Type: 0314-01			Date Printed: 12/9/15
District Name: BRAHAM PUBLIC SCHOOL DISTRICT			Limits Updated: 11/23/15
Home County: ISANTI			Certified Submitted: 12/7/15
	LIMIT	PROPOSED	CERTIFIED
SUBTOTALS BY LEVY CATEGORY			
GENERAL - RMV VOTER - JOBZ EXEMPT	0	0	0
GENERAL - RMV OTHER - JOBZ EXEMPT	369,531.16	369,531.16	369,531.16
GENERAL - NTC VOTER - JOBZ EXEMPT	0	0	0
GENERAL - NTC OTHER GENED - EXEMPT	11,335.47	11,335.47	11,335.47
GENERAL - NTC OTHER - JOBZ EXEMPT	265,622.16	265,622.16	265,622.16
COMMUNITY SERVICE - NTC OTHER - JOBZ EXEMPT	48,857.29	48,857.29	48,857.29
GENERAL DEBT - NTC VOTER - JOBZ NONEXEMPT	691,243.90	691,243.90	691,243.90
GENERAL DEBT - NTC OTHER - JOBZ NONEXEMPT	87,692.77	87,692.77	87,692.77
OPEB DEBT - NTC VOTER - JOBZ NONEXEMPT	0	0	0
OPEB DEBT - NTC OTHER - JOBZ NONEXEMPT	149,830.12	149,830.12	149,830.12
SUBTOTALS BY FUND			
GENERAL FUND	646,488.79	646,488.79	646,488.79

COMMUNITY SERVICES FUND	48,857.29	48,857.29	48,857.29
GENERAL DEBT SERVICE FUND	778,936.67	778,936.67	778,936.67
OPEB/PENSION DEBT SERVICE FUND	149,830.12	149,830.12	149,830.12
SUBTOTALS BY TAX BASE			
REFERENDUM MARKET VALUE	369,531.16	369,531.16	369,531.16
NET TAX CAPACITY	1,254,581.71	1,254,581.71	1,254,581.71
SUBTOTALS BY TRUTH IN TAXATION CATEGORY			
VOTER APPROVED	691,243.90	691,243.90	691,243.90
OTHER	932,868.97	932,868.97	932,868.97
TOTAL LEVY			
TOTAL LEVY	1,624,112.87	1,624,112.87	1,624,112.87

The school district must submit the completed original of this form to the home county auditor by December 28, 2015. A duplicate form must be submitted to Minnesota Department of Education, Program Finance Division, 1500 Highway 36 West, Roseville, MN 55113, by January 7, 2016.

The certified levy listed above is the levy voted by the school board for taxes payable in 2016.

Signature of School Board Clerk	_____
Date of Certification	_____

The Superintendent recommends that the school board levy the maximum amount allowable.

 _____,

15. Consider Personnel items.

Employment Resignations

Melissa Banks, High School Paraprofessional

Melissa Banks, HS Paraprofessional has submitted her letter of resignation. She has been with the district since October 2014.

 _____,

Employment Recommendations

Deborah Peterson, Special Ed Teacher

HS Principal Matt Lattimore is recommending the hire of Deborah Peterson as a 1.0 FTE High School Special Education Teacher. Ms. Peterson's start date was November 24, 2015. She will be paid at MA, Step 2.

Becky Hesselroth, Part-Time School Nurse

HS Principal Matt Lattimore is recommending the hire of Becky Hesselroth at the Part-time School Nurse. Mrs. Hesselroth's start date was December 2, 2015. She will be paid at BA Step 1 of the BEA teacher's contract.

Carla Maslow, Van Driver #2

AD/CE Director Shawn Kuhnke is recommending the hire of Carla Maslow as a 1 hour per day special education van driver. Her start date in this position was December 4, 2015. She will be paid according to the Special Ed Van Driver #2 contract.

 _____,

Kristi Lee, Speech/Language Pathologist increase in hours

Principal J. Eklund is recommending that Kristi Lee's contract be increased from .6 FTE to .8 FTE for 2015-16 school year. This was recommended by Monica Carson with RRSEC.

"C" Schedule Employment Recommendations

Dylan Altendorf, Junior High Boys Basketball Coach

AD/CE Director, Shawn Kuhnke is recommending the hire of Dylan Altendorf as the Junior High boys basketball coach. His start date was November 12, 2015. He will be paid on Lane 5, Step 1 of the "C" Schedule.

16. Consider 2015-2016 Seniority List Support Personnel

SENIORITY LIST - SUPPORT PERSONNEL		
December 1, 2015		
TITLE I	Marcelene Linn	1999 (Sept)
A.O.M.	Kayla Richmond	2013 (Aug)
	Ashley Devlin	2015 (Oct)
CLERICAL	Janet Strohkirch	1983 (Aug)
& PARA	Lois Parson	1984 (Oct)
STAFF	Retta Nelson	1988 (Oct)
	Teresa Person	1992 (Oct)
	Merideth Coleman	1995 (Dec)
	Barb Johnson	1998 (Jan)
	Julie Johnson	1998 (Oct)
	James Albright	2004 (Oct)
	Kristine Stull	2005 (Sept)
	Averyl Rude	2005 (Oct)
	Dana Hendren	2006 (Jan)
	Michelle Becker	2006 (Oct)
	Carla Maslow	2007 (Sept)
	Amie Shockman	2012 (Sept)
	Ellen McKinney	2012 (Oct)
	Lucy Pinataro	2014 (Mar)
	Lori Williams	2014 (Aug)
	Nichole Nelson	2014 (Aug)
	Sarah Golly	2014 (Sep)
	Chris Thielen	2014 (Oct)
	Holly Olson	2014 (Dec)
	Katie Becker	2015 (Jan)
	Julie Grell	2015 (Mar)
	Eric Jones	2015 (Apr)
	April White	2015 (Sep)
	Sheila Seibert	2015 (Sep)
	Kelly Monson	2015 (Sep)
	Jennifer Rowland	2015 (Oct)
	Michelle Oquist	2015 (Nov)
CUSTODIAL	Randy Coleman	1985 (Feb)
STAFF	Bonnie Swanson	2003 (Dec)
	Alan Haggemiller	2005 (Aug)
	Mariys Carlson	2010 (Nov)
	Tim Burton	2014 (Jan)
	Andrew Olson	2014 (Sept)
	Ashley McMurray	2015 (May)
FOOD	Melinda Husnick	2003 (Nov)
SERVICE	Tammy Johnson	2004 (Oct)
STAFF	Cindy Ledford	2006 (Dec)
	Gay Hagford	2012 (Feb)
	Terri Stone	2012 (Dec)
	Hydie Hecht	2014 (Apr)
	Sarah Tilkens-Rogstad	2014 (Aug)

School Board Approved: _____

Date: _____

17. Consider ratification of the 2015-2017 BEA Teacher's Contract Agreement.

The school board negotiations committee has reached a tentative agreement with the Braham Education Association; and the group has voted to ratify the agreement. The full school board is being asked to consider ratification of this contract agreement.

18. Consider acceptance of the FY 2015 School District Audit Report.

The Board is asked to take formal action to accept the FY 2014 School District Audit Report as presented by District Auditors Burkhardt and Burkhardt, at the meeting.

19. Review the proposed 2016-2017 School Calendar.

BRAHAM AREA SCHOOLS												
DRAFT -- 2016-2017 School Calendar -- DRAFT - #3 - 12/1/15												
M	T	W	TH	F		M	T	W	TH	F		
AUGUST 2016					29 - Teacher In-Service - 7:45 - 2:15 pm	JANUARY 2017						
22	23	24	25	26	30 - Teacher In-Service - 7:45 - 2:15 pm	2	3	4	5	6	2 - No School - Winter Break	
29	30	31			31 - Work Day - 7:45 - 3:15 pm	9	10	11	12	13		
					31 - Open House - 5 - 8 pm	16	17	18	19	20	20 - 2nd Qtr ends - 44 days	
SEPTEMBER 2016						23	24	25	26	27	23- Teacher Work Day	
			1	2	1-2 - No school	30	31					
5	6	7	8	9	5 - No School - Labor Day	FEBRUARY 2017						
12	13	14	15	16	6 - First day of school			1	2	3		
19	20	21	22	23		6	7	8	9	10		
26	27	28	29	30		13	14	15	16	17	17 - Curriculum 1/2 day	
OCTOBER 2016						20	21	22	23	24	20 - No School - President's Day	
3	4	5	6	7		27	28					
10	11	12	13	14		MARCH 2017						
17	18	19	20	21	20 - 21 - No School - MEA			1	2	3		
24	25	26	27	28		6	7	8	9	10		
31						13	14	15	16	17	23 - End of 3rd Qtr - 42 days	
NOVEMBER 2016					4 - 1st Quarter ends - 42 days	20	21	22	23	24	24 - No School	
	1	2	3	4	7 - Teacher Work Day	27	28	29	30	31	27 - Teacher Work Day	
7	8	9	10	11	10 - Conferences - 4 - 8 pm	APRIL 2017						
14	15	16	17	18	15 - Conferences - 4 - 8 pm	3	4	5	6	7		
21	22	23	24	25	18 - No School	10	11	12	13	14	13 - Curriculum 1/2 day	
28	29	30			23 - Curriculum 1/2 Day	17	18	19	20	21	14 - 17 - No School - Spring Break	
DECEMBER 2016					24-25- No School - Thanksgiving	24	25	26	27	28		
			1	2		MAY 2017						
5	6	7	8	9		1	2	3	4	5		
12	13	14	15	16		8	9	10	11	12		
19	20	21	22	23	23 - 30 - No School - Winter Break	15	16	17	18	19		
26	27	28	29	30		22	23	24	25	26		
KEY:						29	30	31			29 - No School - Memorial Day	
No School (Holiday/Teacher Convention)						JUNE 2017						
No School (Teacher In-Service OR Work Day)									1	2	1 - End of 4th Qtr - 45 days	
Curriculum 1/2 day (Students dismissed 11:20 & 11:30)											2 - Teacher Work Day	
4 - 8 pm EVENING - Parent/Teacher conferences											2 - GRADUATION	
*1st snow day make-up: January 2nd						Qtr Student Days Tchr Work/ In-Service /Conference						
*2nd snow day make-up: February 20th						1	42	1 / 2 / 0				
*3rd snow day make-up: March 24th						2	44	1 / 0 / 1				
*4th snow day make-up: April 17th						3	42	1 / 0 / 0				
Adopted:						4	45	2 / 0 / 0				
Amended:												
							173	5 / 2 / 1				

No action is needed at this time.

20. Consider approval of fundraisers from requesting group.

Girls and Boys Basketball, Wrestling and Track, as a group, are requesting a concession fundraiser through winter season.

21. Consider **FIRST** reading of MSBA and district Policies for update and revision.

These policies are being presented for the first **reading**: #104 - School District Mission Statement; #401.1 - Substitute Employee Compensation; #501 - School weapons policy; #516 Student medication; #521 - Equal Opportunity; #526 - Hazing Prohibition; #532 - Use of peace officers and crisis teams to remove students with IEP's from school grounds; #533 - Wellness (Student); #601 - School District Curriculum and Instruction Goals; #603 - Curriculum Development; #612.1 - Development of parental involvement policies for Title I programs; #709 - Student Transportation Safety Policy; #801 - Equal access to school facilities. These policies are being updated to meet the most current MN State requirements. No action is required at this time.

Adopted:

MSBA/MASA Model Policy 104

Orig. 1997

Revised:

Rev. 2004

104 SCHOOL DISTRICT MISSION STATEMENT

I. PURPOSE

The purpose of this policy is to establish a clear statement of the purpose for which the school district exists.

II. GENERAL STATEMENT OF POLICY

The school board believes that a mission statement should be adopted. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

III. MISSION STATEMENT

Braham Area Schools -- with a tradition of strong family and community values, favorably located in east central Minnesota, and serving four counties -- is dedicated to providing high-quality positive life-long learning to nurture each individuals unique potential, talent, and self-worth.

This will be accomplished by ...

- fostering a high level of community commitment,
- creating increased opportunities for learning,
- encouraging more open communication,
- utilizing community resources, and
- recognizing that education is a cooperative responsibility.

IV. REVIEW

The school board will review the school district's mission every two years, especially when members of the board change. The school board will conduct a comprehensive review of the mission, including the beliefs and values of the community, every five to seven years.

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement)

Minn. Rule Parts 3501.0010-3501.0180

Minn. Rule Parts 3501.0200-3501.0270

Cross References:

Braham Area Public Schools

Ind. School District #314

Braham, MN 55006

Adopted: February 23, 1982

Modified: September 24, 1989

Modified: **July 20, 1998**

OLD GCEA - Suggest #401.1 -- There is NO MSBA policy for substitute pay

#401.1 SUBSTITUTE EMPLOYEE COMPENSATION

Casual Substitutes-teachers:

Each department head shall be responsible for securing the services of substitute teachers. All **teaching** substitutes employed by the school district are required to have valid teaching certificates. The rate of pay for casual substitute **teachers** shall be determined by School Board action.

Casual Departmental Substitutes:

Substitutes for paras, secretaries, Title One paras, cleaner/sweepers, custodians and food service employees shall be paid at Step 1 of the correct position on the appropriate contract.

Long Term Substitutes:

Substitute teachers who are employed on a long term basis, defined as the completion of 20 consecutive days for the same teacher, shall be paid at a salary determined by the BA, 1 Step on the teacher salary schedule, depending upon preparation of the teacher. Experience may also be taken into consideration in determining the salary when approved by the Superintendent of Schools.

Fringe Benefits:

Casual substitutes shall have no fringe benefits with the exception of workers compensation and liability protection as are offered to all faculty.

Long term substitutes shall be eligible for single coverage under the school district health insurance plan with the district paying the premium. This option shall be available to long term substitutes whose employment is expected to exceed 90 school days.

Long term substitutes may earn sick leave provided their assignment exceeds 20 school days. Sick leave may be earned by long term substitutes in the amount of one (1) day per month proportionate to the amount of time worked, i.e., a long term sub working two (2) hours per day earns sick leave at the rate of two (2) hours per month; a long term sub working a full school day earns a full school day of sick leave per month.

Adopted: MSBA/MASA Model Policy 501
Orig. 1995
Revised: Rev. 2014

501 SCHOOL WEAPONS POLICY

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITIONS

A. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

B. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

IV. EXCEPTIONS

A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.

B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:

1. active licensed peace officers;
2. military personnel, or students or non-students participating in military training, who are on duty performing official duties;
3. persons authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
4. persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045;
 - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."
 - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with §§ 624.714 and 624.715.
5. firearm safety or marksmanship courses or activities for students or non-students conducted on school property;
6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
7. a gun or knife show held on school property;
8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or

9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use, or distribution of weapons by students or non-students, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or non-students. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the “lawful” carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minn. Stat. § 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder’s vehicle shall constitute a violation of this policy.

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/ DISTRIBUTION

A. The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using, or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;
4. parent or guardian notification; and
5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. Administrative Discretion

While the school district does not allow the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NON-STUDENTS

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.
3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

B. Other Non-students

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

Legal References: Minn. Stat. § 97B.045 (Transportation of Firearms)

Minn. Stat. § 121A.05 (Referral to Police)

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

Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)

Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)

Minn. Stat. § 609.605 (Trespass)

Minn. Stat. § 609.66 (Dangerous Weapons)

Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)

Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)

18 U.S.C. § 921 (Definition of Firearm)

In re C.R.M. 611 N.W.2d 802 (Minn. 2000)

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 525 (Violence Prevention)

Adopted: MSBA/MASA Model Policy 516

Orig. 1995

Revised: Rev. 2013

516 STUDENT MEDICATION

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering non-emergency prescription medication to students at school.

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications in accordance with law and school district procedures.

III. REQUIREMENTS

- A. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.
- B. An "Administering Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs.
- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
- D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- E. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
- F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.
- G. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
- H. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
- I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minn. Stat. § 121A.21). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to

implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

J. Specific Exceptions:

1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;
2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;
3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;
4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;
5. Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - a. the school district has received a written authorization from the pupil's parent permitting the student to self-administer the medication;
 - b. the inhaler is properly labeled for that student; and
 - c. the parent has not requested school personnel to administer the medication to the student.

The parent must submit written authorization for the student to self-administer the medication each school year. In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

6. Medications:
 - a. that are used off school grounds;
 - b. that are used in connection with athletics or extracurricular activities; or
 - c. that are used in connection with activities that occur before or after the regular school day are not governed by this policy.
7. Nonprescription Medication. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization

from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

8. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:

- a. possess epinephrine auto-injectors; or
- b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's § 504 plan.

K. "Parent" for students 18 years old or older is the student.

L. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

A district or school may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.

Legal References: Minn. Stat. § 13.32 (Student Health Data)

Minn. Stat. § 121A.21 (Hiring of Health Personnel)

Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)

Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)

Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)

Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)

Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)

Minn. Stat. § 151.212 (Label of Prescription Drug Containers)

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)

Cross References: MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

Adopted: MSBA/MASA Model Policy 521
Orig. 1995
Revised: Rev. 2013

521 STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. Disabled students who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person’s major life activities; or
 - 2. has a record of such an impairment; or
 - 3. is regarded as having such an impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions or comments should contact the School Counselor, Braham Area High School, 531 Elmhurst Ave S, Braham, MN 55006, 320-396-5215. This person is the school district’s Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

Adopted: MSBA/MASA Model Policy 526

Orig. 1997

Revised: Rev. 2014

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district’s policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.

H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

A. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. “Immediately” means as soon as possible but in no event longer than 24 hours.

C. “On school premises or school district property, or at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

D. “Remedial response” means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.

E. “Student” means a student enrolled in a public school or a charter school.

F. “Student organization” means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter’s future employment, grades, work assignments, or educational or work environment.

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.

F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.

C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines hazing has occurred, 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. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter

violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in each school’s student handbook and in each school’s building and staff handbooks.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 121A.031 (School Student Bullying Policy)
 Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)
 Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.69 (Hazing Policy)

Cross References: 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 506 (Student Discipline)
 MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
 MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

Adopted: MSBA/MASA Model Policy 532
Orig. 2003
Revised: Rev. 2013

532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district’s discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational

environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

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

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- C. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- D. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury or to prevent serious property damage.
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school

property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal By Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. Corporal punishment prohibited by Minn. Stat. § 121A.58;

2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. Totally or partially restricting a child's senses as punishment;
4. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556;
6. Physical holding (as defined in Minn. Stat. § 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
7. Withholding regularly scheduled meals or water; and/or
8. Denying a child access to toilet facilities.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn. Stat § 125A.0942, Subd. 5, and otherwise comply with the requirements of § 125A.0942.

Legal References: Minn. Stat. § 13.01, *et seq.* (Minnesota Government Data Practices Act)

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

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

Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)

Minn. Stat. § 121A.67, Subd. 2 (Aversive and Deprivation Procedures)

Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
Minn. Stat. § 609.06 (Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))
34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Law Enforcement)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

Adopted: *MSBA/MASA Model Policy 533*
Orig. 2005
Revised: *Rev. 2010*

533 WELLNESS

I. PURPOSE

The purpose of this policy is to assure a school environment that promotes and protects students’ health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education.
- B. The school environment should promote and protect students’ health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The school district encourages the involvement of students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing school district nutrition and physical activity policies.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

III. GUIDELINES

A. Foods and Beverages

1. All foods and beverages made available on campus (including concessions and a la carte cafeteria items) will be consistent with the current USDA Dietary Guidelines for Americans.
2. Food service personnel will take every measure to ensure that student access to foods and beverages meet or exceed all federal, state, and local laws and guidelines.
3. Food service personnel shall adhere to all federal, state, and local food safety and security guidelines.
4. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
5. The school district will provide students access to handwashing or hand sanitizing before they eat meals or snacks.
6. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
7. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.

B. School Food Service Program/Personnel

1. The school district will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.
2. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA Dietary Guidelines for Americans.
3. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Nutrition Education and Promotion

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. part of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
 - c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.
2. The school district will encourage all students to make age appropriate, healthy selections of

foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte [snack] lines, vending machines, fundraising events, concession stands, and student stores.

3. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.

D. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television;
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

E. Communications with Parents

1. The school district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.
3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. IMPLEMENTATION AND MONITORING

A. After approval by the school board, the wellness policy will be implemented throughout the school district.

B. School food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service program administrator, the building principal, or the superintendent's designee, as appropriate.

C. The school district's food service program administrator will provide an annual report to the superintendent setting forth the nutrition guidelines and procedures for selection of all foods made available on campus.

D. The superintendent or designee will ensure compliance with the wellness policy and will provide an annual report of the school district's compliance with the policy to the school board.

E. The school district will post this wellness policy on its website, to the extent it maintains a website.

Legal References: Minn. Stat. § 121A.215 (Local School District Wellness Policy)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
42 U.S.C. § 1758b (Local School Wellness Policy)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources: Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org
United States Department of Agriculture, www.fns.usda.gov

Adopted: MSBA/MASA Model Policy 601
Orig. 1995
Revised: Rev. 2014

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and the federal No Child Left Behind Act and are aligned with creating the world’s best workforce.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.

E. “Performance measures” are measures to determine school district and school site progress in striving to create the world’s best workforce and must include at least the following:

1. student performance on the National Assessment of Educational Progress where applicable;
2. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other statutorily recognized courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
3. student performance on the Minnesota Comprehensive Assessments;
4. high school graduation rates; and
5. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.

F. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;
2. a process for assessing and evaluating each student’s progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;
3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
5. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;

6. an annual budget for continuing to implement the school district plan.
- B. School district site and school site goals shall include the following:
1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:
 - a. reading, writing, speaking, listening, and viewing in the English language;
 - b. mathematical and scientific concepts;
 - c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);
 - d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
 2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
 - a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
 3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
 4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
 - a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.
 5. Students will be given the opportunity to acquire human relations skills necessary to:
 - a. appreciate, understand, and accept human diversity and interdependence;
 - b. address human problems through team effort;
 - c. resolve conflicts with and among others;
 - d. function constructively within a family unit;
 - e. promote a multicultural, gender-fair, disability-sensitive society.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

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

Adopted: MSBA/MASA Model Policy 603
Orig. 1995
Revised: Rev. 2014

603 CURRICULUM DEVELOPMENT

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

A. The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district’s curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation.

C. Within the ongoing process of curriculum development, the following needs shall be addressed:

1. Provide for articulation of courses of study from kindergarten through grade twelve.
2. Identify minimum objectives for each course and at each elementary grade level.
3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
4. Provide a program for ongoing monitoring of student progress.
5. Provide for specific, particular, and special needs of all members of the student community.
6. Integrate required and elective course standards in the scope and sequence of the district curriculum.
7. Meet all applicable requirements of the Minnesota Department of Education and the No Child Left Behind Act.

D. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.

E. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)

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

Minn. Rules Part 3500.0550 (Inclusive Educational 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 604 (Instructional Curriculum)

MSBA/MASA Model Policy 605 (Alternative Programs)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)

MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

Adopted: MSBA/MASA Model Policy 612.1

Orig. 1996

Revised: Rev. 2005

612.1 DEVELOPMENT OF PARENTAL INVOLVEMENT POLICIES FOR TITLE I PROGRAMS

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public or private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the school district to plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the involvement of those parents in its Title I programs.

B. It is the policy of the school district to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parental involvement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

The school board will direct the administration to develop jointly with, agree upon with, and distribute to, parents of participating children a written parental involvement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for parental involvement and describe how the school district will:

A. Involve parents in the joint development of the school district's Title I plan and the process of school review and improvement;

B. Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;

C. Build the schools' and parents' capacity for strong parental involvement;

D. Coordinate and integrate parental involvement strategies with similar strategies under other programs, such as Head Start, Early Reading First, Even Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and state-administered preschool programs;

E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents, and, particularly, with parents who are economically disadvantaged, disabled, have limited literacy or English proficiency, or who are of a racial or ethnic minority;

- F. Use the findings of such evaluations to design strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parental involvement policies; and
- G. Involve parents in the activities of the schools.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents of participating children a written parental involvement policy, agreed upon by such parents, that shall describe the means for carrying out the federal requirements of parental involvement.

- A. The policy will describe the means by which each school with a Title I program will:
 - 1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
 - 2. Offer a flexible number of meetings, transportation, child care, or home visits, as such services relate to parental involvement;
 - 3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parental involvement programs, including the school parental involvement policy and the joint development of the school-wide program plan, unless the school already has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children;
 - 4. Provide parents of participating children with: timely information about Title I programs; if requested by parents, opportunities for regular meetings to formulate suggestions, share experiences with other parents and to participate, as appropriate, in decisions relating to their child's education; and to respond to any such suggestions as soon as practicably possible; and
 - 5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
 - 1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
 - 2. Describe the ways each parent will be responsible for supporting his or her child's learning by monitoring school attendance and homework completion, monitoring television watching,

volunteering in his or her child's classroom, and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.

3. Address the importance of communication between teachers and parents on an on-going basis through the use of:

- a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
- b. Frequent progress reports to the parents; and
- c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.

C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:

1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;

2. Provide materials and training to assist parents in working with their children to improve their children's achievement, including coordinating necessary literacy training and using technology, as appropriate, to foster parental involvement;

3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;

4. Coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool programs, and other programs, to the extent feasible and appropriate;

5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent home in a format and in a language the parents can understand; and

6. Provide such other reasonable support for parental involvement activities as requested by parents.

D. The policy will also describe the process to be taken if the school district and school choose to:

1. Involve parents in the development of training for school staff to improve the effectiveness of such training;

2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in meetings and training sessions;
4. Train and support parents to enhance the involvement of other parents;
5. Arrange meetings at a variety of times or have in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental opportunities for involvement and participation in school-related activities;
6. Adopt and implement model approaches to improving parental involvement;
7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.

E. To carry out the requirements of parental involvement, the school district and schools will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parents.

F. The school district and each school shall assist parents and parent organizations by informing such parents and parent organizations of the existence and purpose of such centers.

The policies will be updated periodically to meet the changing needs of parents and the school.

Legal References: 20 U.S.C. § 6318 (Parental Involvement)

Cross References:

**Braham Area Public Schools
 Ind. School District #314
 Braham, MN 55006**

Adopted: **September 15, 2008** *

*To replace current Policy EEAEC.

709 STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

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

B. Student Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.
3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minn. Stat. § 169.446, Subds. 2 and 3.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.

6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
9. The school district shall adopt and make available for public review a curriculum for transportation safety education.
10. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses; including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.
 1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.
 2. Rules at the Bus Stop
 - a. Get to your bus stop five minutes before your scheduled pickup time. The school bus driver will not wait for late students.
 - b. Respect the property of others while waiting at your bus stop.
 - c. Keep your arms, legs and belongings to yourself.
 - d. Use appropriate language.
 - e. Stay away from the street, road or highway when waiting for the bus.
 - f. Wait until the bus stops before approaching the bus.
 - g. After getting off the bus, move away from the bus.
 - h. If you must cross the street, always cross in front of the bus where the driver

can see you. Wait for the driver to signal to you before crossing the street.

- i. No fighting, harassment, intimidation or horseplay.
- j. No use of alcohol, tobacco or drugs.

3. Rules on the Bus

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

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (K -6)

1st offense - warning

2nd offense - 3 school-day suspension from riding the bus/meeting with parent

3rd offense - 5 school-day suspension from riding the bus/meeting with parent

4th offense - 10 school-day suspension from riding the bus/meeting with parent

Further offenses - individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (7-12)

1st offense - warning

2nd offense - 5 school-day suspension from riding the bus/meeting with parent

3rd offense - 10 school-day suspension from riding the bus/meeting with parent

4th offense - 20 school-day suspension from riding the bus/meeting with parent

5th offense - suspended from riding the bus for the remainder of the school year

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense.

(3) Other Discipline

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

(4) Records

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

(5) Vandalism/Bus Damage

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

(6) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

(7) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, possession or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

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

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

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

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. ~~School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a vehicle with a seating capacity of 10 or fewer persons used as a school bus, but not outwardly equipped or identified as a school bus as set forth in Section VII.B., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "Type A-I" school bus as set forth in Section VII. C., below.~~

School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.

- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 2. reckless driving;
 3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in

connection with a fatal accident;

6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.
2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

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

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

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
6. ~~A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether handheld or hands free, when the vehicle is in motion. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.~~

6. A bus driver may not operate a school bus while communicating over, or otherwise

operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, "school bus" has the meaning given in Minn. Stat. § 169.011, Subd. 71. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. A Type III vehicle cannot be older than 12 years old unless excepted by state and federal law.
5. If a Type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The Type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "Type III school bus" and "Type III Head Start bus" must not be outwardly equipped and identified as a Type A, B, C, or D bus.
7. Eight -lamp warning systems and stop arms must not be installed or used on Type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any Type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any Type III vehicle used to transport students must not load or unload so that a pupil has to cross the road, except where not possible or impractical, then the driver or assistant must escort a pupil across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any Type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 1 OBC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
 - e. A Type III bus must contain at least three red reflectorized triangle road warning devices. Liquid burning "pot type" flares are not allowed.

- c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as Type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a Type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
 12. All drivers of Type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a Type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
 13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.
- C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement
1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
 - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - (1) safe operation of a type III vehicle;
 - (2) understanding student behavior, including issues relating to students with disabilities;
 - (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 - (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 - (5) handling emergency situations;
 - (6) proper use of seat belts and child safety restraints;
 - (7) performance of pretrip vehicle inspections;
 - (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the non-traffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - (b) refraining from loading and unloading students in a vehicular traffic

- lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - (d) placing the type III vehicle in “park” during loading and unloading;
 - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minn. Stat. § 122A.18, Subd. 8, or Minn. Stat. § 123B.03 for school district employees; Minn. Stat. § 144.057 or Minn. Stat. Ch. 245C for day care employees; or Minn. Stat. § 171.321, Subd. 3, for all other persons operating a type III vehicle under this section.
 - d. Operators shall submit to a physical examination as required by Minn. Stat. § 171.321, Subd.2.
 - e. The operator’s employer requires pre-employment drug testing of applicants for operator positions. Current operators must comply with the employer’s policy under Minn. Stat. § 181.951, Subds. 2, 4, and 5. Notwithstanding any law to the contrary, the operator’s employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
 - f. The operator’s driver’s license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minn. Stat. § 171.321, Subd. 5.
 - g. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver’s license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver’s license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
 - h. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, Subd.1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.

- i. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
 - j. Students riding the type III vehicle must have training required under Minn. Stat. § 123B.90, Subd. 2 (See Section II.B., above).
 - k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
2. The type III vehicle must bear a current certificate of inspection issued under Minn. Stat. § 169.451.
 3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

C.D. Type A-I "Activity" Buses Driven by Employees with Class D Driver's License

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a Type A-I school bus or a Multi-functional School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the eight-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minn. Stat. § 171.321, Subd. 2.
 - e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minn. Stat. § 171.02, Subd. 2a(h)- 2aU).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Preschool Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Part VI., above.
 - g. The bus has a gross vehicle weight of ~~10,000~~ 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
3. A school bus operated under this section must bear a current certificate of inspection.

4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

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

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

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

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for pupil transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety

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

XI. PUPIL TRANSPORTATION SAFETY COMMITTEE

The school board may establish a pupil transportation safety committee. The chair of the pupil transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the pupil transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Legal References: Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)

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

Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)

Minn. Stat. § 123B.90 (School Bus Safety Training)

Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)

Minn. Stat. § 169.01, Subds. 6 and 92 (Definitions)

Minn. Stat. § 169.446, Subds. 2 and 3 (Driver Training and Education Programs)

Minn. Stat. § 169.454 (Type III Vehicle Standards)

Minn. Stat. § 169.4582 (Reportable Offense on School Buses)

Minn. Stat. § 171.02, Subd. 2a (Licenses; Types, Endorsements, Restrictions)

Minn. Stat. § 171.321 (Qualifications of a School Bus Driver)

Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)

Cross References: MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)

MSBA/MASA Model Policy 707 (Transportation of Public Students)

MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)

MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)

Minn. Stat. § 123B.03 (Background Check)

Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)

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

Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)

Minn. Stat. § 123B.90 (School Bus Safety Training)

Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)

Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)

Minn. Stat. Ch. 169 (Traffic Regulations)

Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)

Minn. Stat. § 169.02 (Scope)

Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)

Minn. Stat. § 169.446, Subd. 2 (Driver Training Programs)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notification of Conviction for Violation by a Commercial Driver)
Minn. Stat. § 171.169 (Notification of Suspension of License of Commercial Driver)
Minn. Stat. § 171.321 (Qualifications of School Bus Driver)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)

Cross References: MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 707 (Transportation of Public Students)
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Adopted: *MSBA/MASA Model Policy 801*
Orig. 1995
Revised: *Rev. 2006*

801 EQUAL ACCESS TO SCHOOL FACILITIES

I. PURPOSE

The purpose of this policy is to implement the Equal Access Act by granting equal access to secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during non-instructional time.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is not to deny equal access or a fair opportunity to, or to discriminate against, any students who wish to conduct a meeting, on the basis of the religious, political, philosophical, or other content of the speech at such meetings.
- B. The school board has created a limited open forum for students enrolled in secondary schools during which non-curriculum-related student groups shall have equal access and a fair opportunity to conduct meetings during non-instructional time.

- C. Student use of facilities under this policy does not imply school district sponsorship, approval, or advocacy of the content of the expression at such meetings.
- D. The school district retains its authority to maintain order and discipline on school premises, to protect the wellbeing of students and faculty, and to assure that attendance of students at meetings is voluntary.
- E. In adopting and implementing this equal access policy, the school district will NOT:
 - 1. influence the form or content of any prayer or other religious activity;
 - 2. require any person to participate in prayer or other religious activity;
 - 3. expend public funds beyond the incidental cost of providing the space for student-initiated meetings;
 - 4. compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;
 - 5. sanction meetings that are otherwise unlawful;
 - 6. limit the rights of groups of students based on the size of the group;
 - 7. abridge the constitutional rights of any person.

III. DEFINITIONS

- A. “Limited open forum” means that the school grants an offering to or opportunity for one or more non-curriculum related student groups to meet on school premises during non-instructional time.
- B. “Secondary school” means any school with enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof.
- C. “Sponsorship” includes the act of promoting, leading, or participating in a meeting. The assignment of a school employee for custodial, observation, or maintenance of order and discipline purposes does not constitute sponsorship of the meeting.
- D. “Meeting” includes activities of student groups which are permitted under a limited open forum and are not directly related to the school curriculum. Distribution of literature does not constitute a meeting protected by the Equal Access Act.
- E. “Non-instructional time” means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends, including such other periods that occur during the school day when no classroom instruction takes place.

IV. FAIR OPPORTUNITY CRITERIA

Schools in this school district shall uniformly provide that:

- A. A meeting held pursuant to this policy is voluntary and student-initiated;
- B. There is no sponsorship of the meeting by the school or its agents or employees;
- C. Employees or agents of the school are present at religious meetings only in a non-participatory capacity;

- D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- E. Non-school persons may not direct, control, or regularly attend activities of student groups.

V. PROCEDURES

- A. Any student who wishes to initiate a meeting under this policy shall apply to the principal of the building at least 48 hours in advance of the time of the activity or meeting. The student must agree to the following:
 - 1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school-sponsored activities.
 - 2. The activities or meetings are voluntary and student-initiated. The principal may require assurances of this fact.
- B. Student groups meeting under this policy must comply with the following rules:
 - 1. Those attending must not engage in any activity that is illegal, dangerous, or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.
 - 2. The groups may not use the school name, school mascot name, school emblems, the school district name, or any name that might imply school or district sponsorship or affiliation in any activity, including fundraising and community involvement.
 - 3. The groups must comply with school policies, regulations and procedures governing school-sponsored activities.
- C. Students applying for use of school facilities under this policy must provide the following information to the principal: time and date of meeting, estimated number of students in attendance, and special equipment needs.
- D. The ~~building principal~~ **School Administration** has responsibility to:
 - 1. Keep a log of application information.
 - 2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.
 - 3. Note the condition of the facilities and equipment before and after use.
 - 4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school district sponsorship of the meeting or activity.
 - 5. Assure that the meeting or activity does not interfere with the school's regular instructional activities.
- E. The school district shall not expend public funds for the benefit of students meeting pursuant to this policy beyond the incidental cost of providing space. The school district will provide no additional or special transportation.
- F. Non-school persons may not direct, conduct, control, or regularly attend meetings and

activities held pursuant to this policy.

- G. School district employees or agents may not promote, lead, participate in, or otherwise sponsor meetings or activities held pursuant to this policy.
- H. A copy of this policy and procedures shall be made available to each student who initiates a request to use school facilities.

Legal References: 20 U.S.C. §§ 4071-74 (Equal Access Act)
20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act)
Board of Educ. of Westside Community Schools v. Mergens, 496 U.S. 226, 1105 S.Ct. 2356 (1990)
Good News Club v. Milford Central School, 533 U.S. 98, 1215 S.Ct. 2093 (2001)
Child Evangelism Fellowship of Minnesota v. Special Sch. Dist. 1, 690 F.3d 996 (8th Cir. 2012)
Child Evangelism Fellowship of Minnesota v. Elk River Area School Dist. 728, 599 F.Supp. 2d 1136 (D. Minn. 2009)

Cross References: MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)
MSBA Service Manual, Chapter 13, School Law Bulletin “O” (Equal Access Act)

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- 22. Consider motion to carry over current school board officers.

Motion for consideration: “ Be It Resolved, that for business purposes, the school board desires to have the current school board officers’ terms carry over to the Organizational School Board Meeting scheduled for Monday, January 4, 2016; at which time school board officers will be elected.”

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- 23. Reminder of the January Organizational and Regular school board meetings.

The January Organizational meeting is set for Monday, January 4, 2016 and the January Regular School Board meeting is set for Monday, January 25th, 2015 at 7:00 pm, B100 – Community Room.

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- 24. Adjourn.
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