

# OFFICIAL MINUTES

## Chatfield Public Schools School Board ISD #227

Regular Board Meeting

*Date | time 5/1/2019 7:00 PM | Meeting called to order by Board Chair Amy Jeffers*

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### In Attendance

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Pursuant to due call and notice thereof, the regular meeting of the School Board of Independent School District No. 227, Olmsted, Fillmore and Winona Counties was held on Wednesday May 1, 2019. The meeting was called to order at 7:00pm at the High School Forum Room by Board Chair Amy Jeffers.

Roll call was taken with these members present: Tuohy, Isensee, Jeffers, McMahon, Backer and Priebe. All present said the Pledge of Allegiance.

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### Approval of Agenda

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Jeffers asked for a motion to approve the agenda with these additions.

#### 7. Reports

- d. Integration Technology Specialist

#### 8. Consent

- d. Approve the following resignations
  - iv. Kristy Cook/Technology Integration Specialist
- f. Approve the following new hires
  - ii. Christina Carr/HS Office Administrative Assistant
- g. Approve the following 2019 Summer School hires
  - i. Regan Little/Grades 7-12 Assistant
  - ii. Elissa Johnsrud & Kate Johnson/Summer Reading Program Teachers
  - iii. Michele Thompson/Summer Reading Program Assistant
  - iv. Kelly Reinecke & Sara Duxbury/Elementary ESY Teachers
  - v. Pam Flattum/Elementary ESY Assistant
  - vi. Kaitlin Dunlay/Kindergarten Prep
- h. Memorandum of Agreement/Release of All Claims – Julie Young

#### 11. Action Items

- d. Approve Leave of Absence MOA: Travis Bartels
- e. Approve Posting: Middle School Math Teacher
- f. Rescission of Non-renewal for Kelsey Gwidt (1.0FTE) & Angela Fitzpatrick (1.0FTE)

McMahon/Tuohy motion for Approval of Agenda with these additions. Motion carried 6-0

Jeffers asked for a motion to approve the agenda with this removal:

#### 8. Consent

- c. Approve Food Service Contract – 1 yr removal

Tuohy/Priebe motion for Approval of Agenda with this removal. Motion carried 6-0

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## Approval of Claims & Accounts

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Priebe/Isensee motion to approve Claims & Accounts as presented.

Motion carried 6-0

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## Reports

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### Board Reports:

- **Amy Jeffers/Board Chair:** Shared that the buzz around town is complimentary and positive with all the accomplishments our students and staff have made in the last few months.

**Student Council/Nathan Goldsmith & Jack Tuohy:** Things are wrapping up with the end of the year approaching

**Integration Technology Specialist/Kristy Cook:** Finishing up the school year 3<sup>rd</sup> grade Digital Citizen Lessons this week. She is impressed on the increase of Schoology use in the classroom. Shared a survey on how 3<sup>rd</sup>-6<sup>th</sup> graders spend their time online and with who they are spending their time with. Closed with thanking the board and administration for her opportunities here in Chatfield. Mr. Harris & the board thanked her and wished her well. Mr. McMahon is sad to have the position lost in the budget cuts. A complete copy of her report is attached.

### Principals' Reports:

- **Shane McBroom/Elementary Principal:** Thanked Kristy, confirmed that she will be missed. Congratulated Anna Berneau on winning the State DARE Poster Contest. He thanked Officer Landorf for delivering the DARE Program to the elementary students. He is also appreciative the Officer Landorf comes in the morning to help welcome students to school. The fifth graders went on their annual Eagle Bluff Trip last week. MCA testing has been completed. A complete copy of his report is attached.
- **Randy Paulson/High School Principal:** Congratulated at the teams & individuals that have been to state and/or national competitions. Many awards have been received by our students and their advisors. Delta Group is putting on an assembly next Friday in their honor. Vietnam Veteran Gary Gullickson is back to speak to our sophomore class. SADD is hosting a MOCK Crash on Friday. New language is being added to the Down/Off list for SY 2019/2020. He recommends that the Board approve Travis Bartels leave request. A complete copy of his report is attached.

**Superintendent's Report/Ed Harris:** Also took a moment to thank Kristy for her years here at Chatfield. He is recommending that the board plan for an in-service this summer. He will send an email next week with some dates for them to choose from. Mr. Isensee & Mr. Tuohy volunteered to hand out diplomas for graduation this year. Updated the board on the Hwy 52 closure and reroute to Cty Rd 10. We received the 2019 MN School Finance Award due the Karyl Lyon's and Trista O'Connor's efficiency and accuracy with our finances. He reviewed the policies on the agenda. He recommended that the board approve all the listed action items on the agenda. A complete copy of his report is attached.

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## Approval of Consent Items

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Backer/Priebe motion to approve the Consent Items:

- a. Approve 04/03/2019 Meeting Minutes
- b. Approve 04/03/2019 Special Meeting Minutes
- c. ~~Approve Food Service Contract 1yr renewal~~
- d. Approve the following resignations:
  - vii. Julie Young/Title 1
  - viii. Nan Lesser/HS Para
  - ix. Zach Slowiak/ALP Teacher
  - x. Kristy Cook/Technology Integration Specialist
- e. Approve the following Job Posting:
  - xi. HS Para

- xii. ALP/Social Studies Teacher
- xiii. Jr Varsity Dance Coach
- f. Approve the following new hire(s):
  - xiv. Brenda Nelson/Varsity Dance
  - xv. Christina Carr/HS Office Administrative Assistant
- g. Approve the following 2019 Summer School hires:
  - xvi. Mitch Lee/Grades 7-12 Teacher
  - xvii. Regan Little/Grades 7-12 Assistant
  - xviii. Elissa Johnsrud & Kate Johnson/Summer Reading Program Teachers
  - xix. Michele Thompson/Summer Reading Program Assistant
  - xx. Kelly Reinecke & Sara Duxbury/Elementary ESY Teachers
  - xxi. Pam Flattum/Elementary ESY Assistant
  - xxii. Kaitlin Dunlay/Kindergarten Prep
- h. Memorandum of Agreement/Release of All Claims – Julie Young

Motion carried 6-0

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## 1<sup>st</sup> Reading of District Policies

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Jeffers noted that the following district policies are before the board for their first reading. She asked the board to refer any questions they might have to Mr. Harris.

- a. 511 Student Fundraising
- b. 520 Student Surveys
- c. 620 Credit for Learning
- d. 713 Student Activity Accounting
- e. 903 Visitors to School District Buildings & Sites

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## 2<sup>nd</sup> Reading of District Policies

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McMahon/Isensee motion to approve the following policies:

- a. 619 Staff Development for Standards
- b. 707 Transportation of Public School Students
- c. 708 Transportations of Nonpublic School Students
- d. 709 Transportation Safety Policy

Motion carried 6-0

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## Action Items

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- a. Backer/McMahon motion to approve the School Perceptions Community Survey. Motion carries 6-0
- b. McMahon/Mike motion to approve the Resolution to the Designation of Identified Official with Authority for the MDE External User Access Recertification System. This is an annual resolution that allows the superintendent to give user access to MDE secure systems. A complete copy of the resolution is attached. Motion carried 6-0
- c. McMahon/Backer motion to approve the Local Literacy Plan. Motion carried 6-0.
- d. McMahon/Isensee motion to approve Leave of Absence: Travis Bartels. Board members vary on opinions about LOAs in general. There is also concern that filling the position might be difficult as there are several schools currently looking for Math teachers. Motion failed 1 (Priebe) – 5 (Backer, Jeffers, Isensee, Tuohy & McMahon).
- e. Isensee/Backer motion to approve Posting: Middle School Math Teacher. Motion failed 0-6
- f. McMahon/Priebe motion to approve Rescission of Non-renewal for Kesley Gwidt (1.0 FTE) & Angela Fitzpatrick (1.0 FTE). We've had two elementary teachers resign after the board approved their non-renewal. Motion carried 6-0

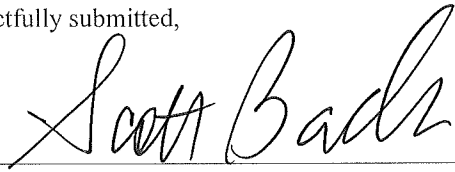
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## Adjournment

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McMahon/Priebe motion to adjourn at 7:46pm. Ed reminded the negotiations committee of their meeting starting in a few minutes. Motion carried 6-0

Respectfully submitted,

/s/ 

Scott Backer, Clerk



## **SUPERINTENDENT'S REPORT – MAY 1, 2019**

### School Board Development: MSBA Self-Evaluation and Review (Gail Gilman)

After speaking with Gail today, I feel that MSBA's self-evaluation and following up in-service would be worth while for the Board.

- The SB needs to determine a special meeting date sometime in July for a 2-3 hour session. This could be during the day or in the evening. Cannot be the week of July 4th.
- Gail will send a letter to the SB introducing the online self-evaluation tool. Responses are anonymous. The intent of the tool is to evaluate the Board as a whole, not the individuals, Each Board member will take the survey independently when and where they want to.
- I would encourage Randy and Shane to attend as there will be discussion on District level goals which often directly involve build level staff/programs.

### Graduation: School Board Member Participation

This should be determined. June 2nd at 1:30.

### HWY 52 Project

County 10 will be the 52 reroute starting next Monday. This is scheduled for 7 days. We are planning to minimize students' need to cross County 10 by adding bus stops nearby. We are also assigning a crossing guard to the intersection of Union and Burr Oak to assist students that may have to cross County 10. Details of these measures will be sent to parents and announced to students before the end of the week.

### MN School Finance Award for FY18

## **POLICY READINGS**

### 1st Reading of District Policies

511 Student Fundraising  
No material changes.

520 Student Surveys  
Updated language for parent notification. I am checking on our current practices.

620 Credit for Learning  
New language for weighted grades. This does not apply to us.

713 Student Activity Accounting  
We are compliant. No changes.

903 Visitors to School District Buildings and Sites  
Additional provisions for post secondary student. We are compliant.

#### 2nd Reading of District Policies

619 Staff Development for Standards  
Includes new provisions for training paras who work with special needs students. We are compliant.

707 Transportation of Public School Student  
Expands provisions for the transportation of homeless students.

708 Transportation of Nonpublic School Students  
Refined definition. No material changes.

709 Transportation Safety Policy  
Replaced sample consequences with statements to refer to student handbooks for what is actually in place.

#### **ACTION ITEMS**

Approve School Perceptions Community Survey  
This would be an approval of the draft language. The financial details/dollar figures will be updated in the coming weeks when there is more information from the legislative session on factors that impact the financial projection.

Resolution: Designation of Authority for the MDE External Access Re-Certification System  
This is an annual resolution approving the Superintendent to access the MDE user permissions for District staff.

Local Literacy Plan  
This is an annual approval of our plan to be compliant with the "Read Well by 3rd Grade" legislation. Mr. McBroom will report on this.

Leave of Absence MOA/Vacancy Posting  
Travis Bartels has requested a 1 year leave of absence for personal reasons. I recommend approval of the LOA and vacancy posting.

Non-Renewal Reinstatement  
Julie Young's retirement and Kristy Cook's resignation have create 2 teacher vacancies in the elementary. The administration is recommending that the School Board rescind the non-renewals of Kelsey Gwidt and Angela Fitzpatrick.

## Two Students Going To State Speech

Congratulations to Peyton and Sydney Ellis who both got the honor of participating at State. Excellent job for a couple of 8<sup>th</sup> graders. Congratulations to Coach Rachel Schieffelbein. I greatly appreciate her dedication and commitment to the Speech program.



## Congratulations to Stacy Fritz

Monday night at the State Convention Stacy Fritz received the highest level of recognition from the Minnesota FFA Association, the Honorary State Degree for her outstanding contribution to agriculture education and the FFA. Stacy always goes above and beyond and I got to see her dedication in action two weekends ago. She spent many hours getting things prepared for the trip, trying to make it a special experience for all of her students. Congratulations again to Stacy and also to her students for making this year's FFA State Convention Experience one of the best.

## New Language for MSHSL Academic Eligibility

I am going to recommend this summer that we add the following language to the Academic Eligibility for the "Down/Off" list:

"Students that are taking a class or classes that are not part of the Chatfield High School must submit their grades to the Guidance Office weekly in order to be eligible to participate in any MSHSL activity and any student that is receiving one or more failing grades will have to follow the same Academic Eligibility Guidelines." I will talk more about this at the meeting tomorrow night.

## 7<sup>th</sup> Period Flex Schedule Receives Special Award

I am going to save this announcement for the meeting tomorrow night.



**Please call or e-mail me if you have any questions.  
Thanks!**

*Randy Paulson* [rpaulson@chatfield.k12.mn.us](mailto:rpaulson@chatfield.k12.mn.us)

Below is my board report. We have some good news that I will be sharing with you tomorrow night. I am excited about what we have accomplished this year. As always, please let me know if you have any questions.

See you tomorrow night.

Thank you.

Randy Paulson

## **Vietnam Veteran Speaks to Sophomores and More**

➤ **Tomorrow** during B block there will be a Vietnam War veteran, Gary Gullickson, here to speak to all students who took American History 10 this year in the forum. Mrs. DeBuhr will be organizing this.

**Friday** the SADD chapter will be having a Mock Crash experience for our 9<sup>th</sup> – 12<sup>th</sup> graders in the morning. This is specifically being done prior to Prom Weekend.

**Next Friday** our Delta Crew will be putting on an Assembly Program to recognize all of the students that performed well this year.



## **Rube Goldberg Team Back to Back National Champions**

Congratulations to our national champions that was held at Lawrenceburg, Indiana.

Jack Tuohy, Gage Tuohy, Carson Larrabee,  
Nathan Goldsmith, Sabina Boettcher

Hunter Johnston, Ann Warren, Rylee Burnett, Katie Ihrke and Coach Gathje.

## **FFA Top State Awards Received**

Chatfield FFA Chapter received 2<sup>nd</sup> Place

Chapter in the State.

State Runner Up in Design and Fabrication, Kyle VanDeWalker and State Champion in Goat Production, Payton Guenther.



## **Knowledge Bowl Team Does Well at State**

The biggest news is that the team got an extra night at Cragun's Resort because of the snow storm. Congratulations to Isaiah Miron, Larissa Martin, Logan Johnson, Elijah Lawson and Coach Bren. They placed in the middle of the pack of all of the top teams in the state. What a great experience for everyone!



## CHATFIELD ELEMENTARY REPORT TO THE SCHOOL BOARD

May 1, 2019



Chatfield  
public schools

### D.A.R.E.

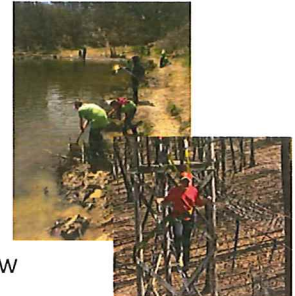
We have a State Champion D.A.R.E. Poster winner this year. Congratulations to Anna Berneau on winning the State D.A.R.E. Poster Contest. She was a celebrity on Sunday, April 28<sup>th</sup> and got to throw out the first pitch at the Twins Game! Congrats to Anna and a big thank you to Officer Landorf for his efforts in delivering the D.A.R.E. program at Chatfield Elementary.



### Eagle Bluff – 5<sup>th</sup> Grade Trip



Last week our 5<sup>th</sup> graders went on the annual 5<sup>th</sup> Grade Eagle Bluff field trip. Our staff does a nice job with coordinating the event and our students did a great job. A big thank you to our chaperones that took the time out of their busy lives to help out. Katie, Eric, Colleen, Ben, April, Jeff, Kate and Daryl. The event went very well. I saw students step outside their comfort zone as well as



learning about the nature and around us. The staff at Eagle Bluff did a great job!

### MCA Testing:

We have completed our testing in the area of Reading. At the time I am sending this up, we have about 4 kids left to finish the Math Test. I should have an updated spreadsheet at the time of the meeting. The only test we have left is the Science Test. The first day for testing in Science was yesterday (Tuesday). Our students, staff and families have done a very good job of promoting trying our best on the test. The test is a single snapshot of what each child is fully capable. It is a difficult task to make strong comparisons year after year, but the constant is that our kids do very well compared to state averages. I am proud of the work that we are doing academically.

## Chatfield Elementary MCA Reading test 2019

Grade Level	2019 Prelim. Results	2018 Prelim. Results	2017 Results	2016 Results	2015 Results	2014 Results	2013 Results
3	76	77%	79%	86%	89%	68%	43.3%
4	67	73%	84%	85%	78%	69%	43.9%
5	84	83%	90%	85%	74%	57%	46.3%
6	83	84%	74%	68%	70%	73%	58.9%
Agg. Avg	78.2%	79.25%	81.75%	81.00	77.75%	66.75%	48.1%



May 1, 2019

## Chatfield Elementary MCA Math test 2019

Grade Level	2019 Prelim. Results	2018 Prelim. Results	2017 Results	2016 Results	2015 Results	2014 Results	2013 Results
3	83.3	82%	89%	93%	91.4%	90.8%	68.7%
4	76.2	75%	85%	92%	86.7%	79%	69.7%
5	68.6	70%	86%	71%	73.9%	55%	47.8%
6	73.4***	74%	69%	70%	59.4%	67%	58.9%
Agg. Avg	75.0%***	75.25%	82.25%	81.5%	77.85%	72.95	61.3%

\*\*\* Missing 4 student scores.

Upcoming Dates

- 5/5-11 Teacher Appreciation Week
- 5/6 Mn. Princess Kay of the Milky Way at elementary school
- 5/7 Preschool field trip to Hillside Nursery (Bakken/McBroom)
- 5/7 DARE Graduation (6<sup>th</sup> Grade)
- 5/8 Preschool field trip to Hillside Nursery (Paulson/Bakken)
- 5/8 Student Support Team—Behavior
- 5/9 Fillmore County SWC Tree Planting with 5<sup>th</sup> Grade
- 5/9 Administrative Meeting
- 5/9 Grandfriends Day K-3/Spring Concert 1-3
- 5/9 Community Ed "Kids on the Go" Grades 1-2
- 5/10 K-6 Annual Book Swap
- 5/10 Lunch with the Henry's (ES CR)
- 5/14 HVED Monthly meeting (ES CR)
- 5/14 Site Team Meeting
- 5/15 Young Writers Conference (Grades 3-5)
- 5/15 District Leadership Team
- 5/15 Student Support Team--Academic
- 5/16 Young Writers Conference (Grades 6-8)
- 5/16 Elementary staff meeting (Library)
- 5/16 Open House Retirement for Karyl Lyon/Sharon Manahan
- 5/17 Special Athletic Track and Field Competition
- 5/21 3<sup>rd</sup> grade field trip to Veteran's Memorial in Rochester
- 5/21 4<sup>th</sup> grade to Mabel Farm Safety
- 5/22 Student Support Team--Behavior
- 5/23 1<sup>st</sup> grade field trip to Whitewater State Park
- 5/23 Gopher Time Meeting
- 5/24 Kindergarten Program
- 5/24 2<sup>nd</sup> grade field trip to Eagle Center in Wabasha
- 5/27 Memorial Day—No School
- 5/28 Walk-a-Thon and Carnival
- 5/29 Students go to next year's classrooms (8:15 a.m.)
- 5/29 Talent Show
- 5/30 End of year awards assembly (1:30 p.m.)



# May Board Report

Kristy Cook

# Technology Integration

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- Increase in Schoology use in the classroom
- More creation!
- Testing and End of the year collection
- Technovation



# Digital Citizenship Lessons

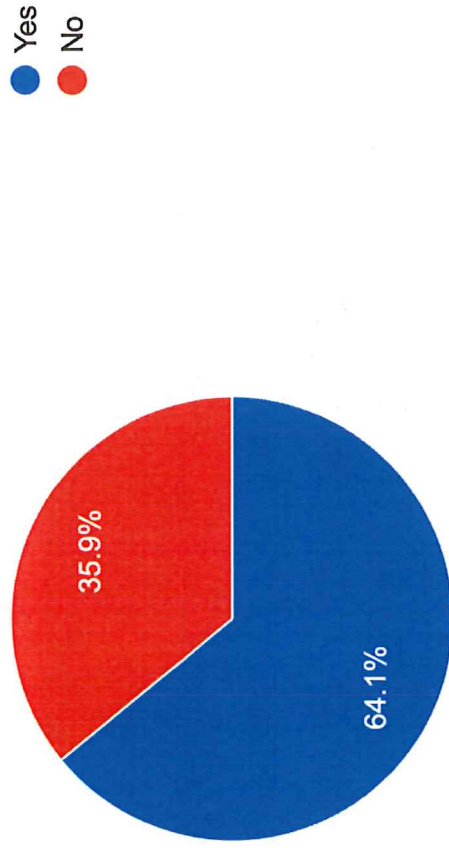
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- Final 3rd Grade Lesson tomorrow
- Not enough parent interest in a evening presentation

# 3rd - 6th Grade Survey

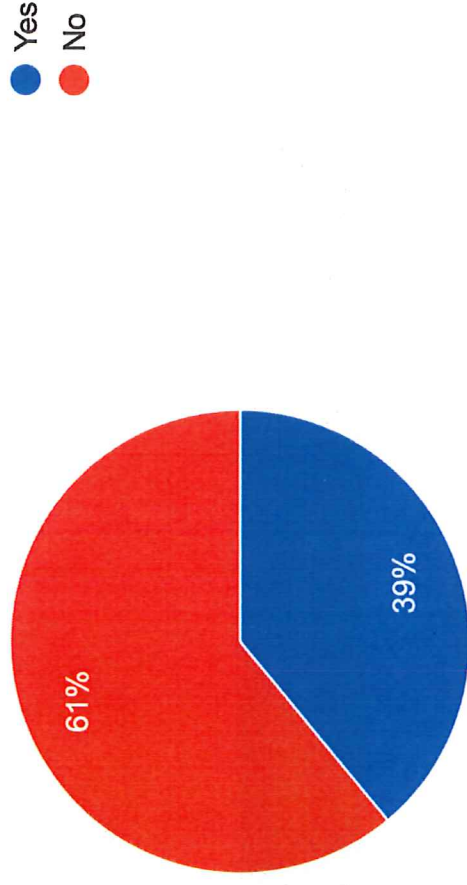
Do you play online games (Fortnite, Minecraft, Roblox, Call of Duty, etc.)

231 responses



Do you every play online games with people you do NOT know?

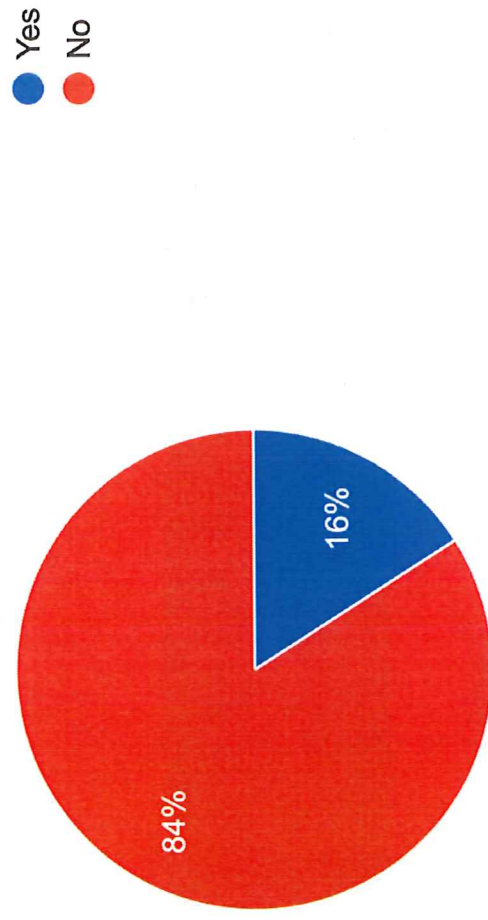
231 responses



Almost 40% play games with strangers!

When playing online game has anything ever happened that made you feel uncomfortable?

231 responses

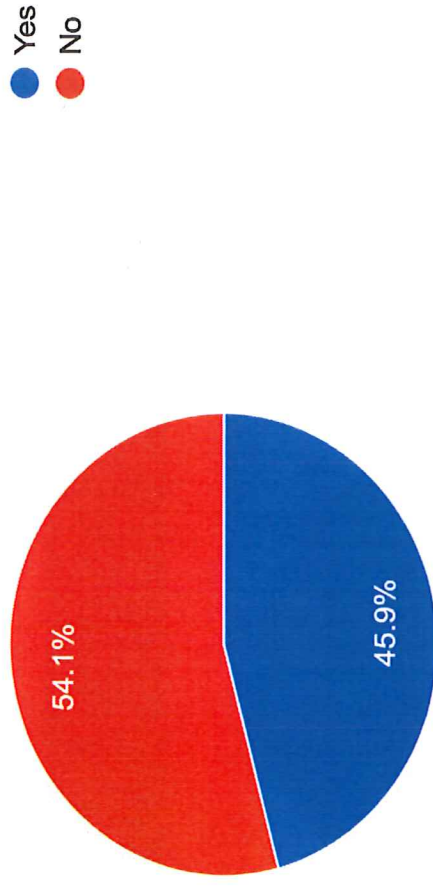




# Social Media Questions

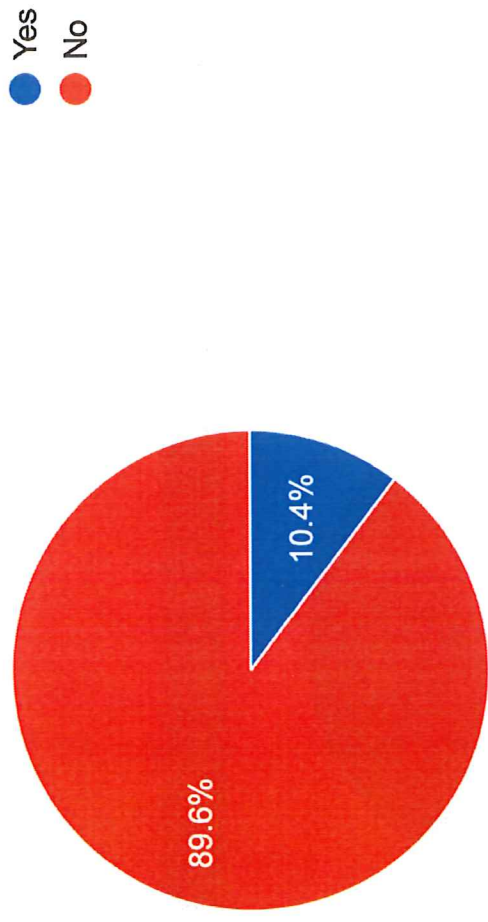
Do you have a social media account (Facebook, SnapChat, Twitter, Instagram, etc.)

231 responses



When using social media has anything ever happened that has made you feel uncomfortable?

231 responses



Thank You





## **2019 School Finance Award Recipients for 2018 Financial Reporting**

The School Finance Award is awarded annually by the Minnesota Department of Education (MDE), Division of School Finance, to recognize schools for meeting statutory deadlines for submission of audited fiscal financial data and reporting criteria. Out of 571 eligible reporting entities, 451 met the qualifying criteria for the 2019 School Finance Award. **There was no application process for the 2019 School Finance Award.** Eligibility is based on final Fiscal Year (FY) 2018 Uniform Financial Accounting and Reporting Standards (UFARS) financial data.

### **Criteria for FY 2018 Financial Reporting:**

#### **A. Timely Submission of Financial Data and Compliance with Minnesota Statutes**

A.1. Preliminary unaudited UFARS data is submitted to MDE by September 15, 2018 (Minn. Stat. § 123B.77, subd. 2).

A.2. Final audited UFARS data is submitted to MDE by November 30, 2018 (Minn. Stat. § 123B.77, subd. 3).

A.3. The Fiscal Compliance Table is completed and error-free by November 30, 2018 (Minn. Stat. § 123B.77, subd. 3). Subsequent Fiscal Compliance Table submissions will not be considered.

A.4. The FY 2018 Audit Report is due on December 31, 2018. If the audit is mailed, it must be postmarked on or before December 31, 2018 (Minn. Stat. § 123B.77, subd. 3).

A.5. District/school uses state-approved financial software (Minn. Stat. § 125B.05, subd. 3).

#### **B. Presence of Select Indicators of Fiscal Health**

B.1. The district/school has a zero or positive balance in the General Fund Unassigned Fund Balance Account 422. For purposes of this award, Fund Balance Account 422 includes the following: *418 Committed for Separation/Retirement Benefits; 460 Nonspendable Fund Balance; 461 Committed Fund Balance; 462 Assigned Fund Balance; 464 Restricted Fund.*

B.2. The district/school has a zero or positive aggregate fund balance in each of the Funds 2, 4, 7 and 47.

B.3. The district has positive or zero balances in Restricted/Reserved Fund Balance Accounts having statutory requirements to maintain a positive or zero balance.

## C. Accuracy in Financial Reporting

C.1. The district/school's final UFARS Turnaround Edit Report has no errors.

C.2. The district/school's final audited UFARS data agrees with the independent audit data.

District	Type	School Name
1	1	Aitkin
1	3	Minneapolis
6	3	South St. Paul
11	1	Anoka-Hennepin
12	1	Centennial
13	1	Columbia Heights
14	1	Fridley
15	1	St. Francis
16	1	Spring Lake Park
22	1	Detroit Lakes
23	1	Frazee-Vergas
25	1	Pine Point
31	1	Bemidji
32	1	Blackduck

District	Type	School Name
36	1	Kelliher
47	1	Sauk Rapids-Rice
77	1	Mankato
81	1	Comfrey
84	1	Sleepy Eye
88	1	New Ulm
91	1	Barnum
93	1	Carlton
94	1	Cloquet
95	1	Cromwell-Wright
97	1	Moose Lake
99	1	Esko
100	1	Wrenshall
108	1	Central
111	1	Watertown-Mayer
112	1	Eastern Carver County
113	1	Walker-Hackensack-Akeley

District	Type	School Name
116	1	Pillager
138	1	North Branch
139	1	Rush City
146	1	Barnesville
150	1	Hawley
152	1	Moorhead
162	1	Bagley
166	1	Cook County
173	1	Mountain Lake
177	1	Windom
181	1	Brainerd
182	1	Crosby-Ironton
186	1	Pequot Lakes
191	1	Burnsville
192	1	Farmington
195	1	Randolph
197	1	West St. Paul-Mendota Heights-Eagan

District	Type	School Name
199	1	Inver Grove Heights
200	1	Hastings
203	1	Hayfield
204	1	Kasson-Mantorville
206	1	Alexandria
227	1	Chatfield
238	1	Mabel-Canton
241	1	Albert Lea
253	1	Goodhue
255	1	Pine Island
261	1	Ashby
264	1	Herman-Norcross
270	1	Hopkins
271	1	Bloomington
272	1	Eden Prairie
273	1	Edina
276	1	Minnetonka

District	Type	School Name
277	1	Westonka
278	1	Orono
279	1	Osseo
280	1	Richfield
283	1	St. Louis Park
284	1	Wayzata
286	1	Brooklyn Center
287	6	Intermediate District 287
297	1	Spring Grove
299	1	Caledonia
300	1	La Crescent-Hokah
306	1	Laporte
309	1	Park Rapids
316	1	Greenway
318	1	Grand Rapids
319	1	Nashwauk-Keewatin
330	1	Heron Lake-Okabena

District	Type	School Name
332	1	Mora
345	1	New London-Spicer
347	1	Willmar
356	1	Lancaster
361	1	International Falls
362	1	Littlefork-Big Falls
363	1	South Koochiching
382	52	Northwest Regional Interdistrict Council
391	1	Cleveland
397	52	Lake Agassiz Special Education Cooperative
398	52	Midwest Special Education Cooperative
403	1	Ivanhoe
404	1	Lake Benton
413	1	Marshall
414	1	Minneota
423	1	Hutchinson
432	1	Mahnomen

District	Type	School Name
441	1	Marshall County Central
447	1	Grygla
465	1	Litchfield
466	1	Dassel-Cokato
473	1	Isle
477	1	Princeton
482	1	Little Falls
484	1	Pierz
485	1	Royalton
486	1	Swanville
492	1	Austin
495	1	Grand Meadow
497	1	Lyle
499	1	Leroy-Ostrander
500	1	Southland
508	1	St. Peter
511	1	Adrian



District	Type	School Name
514	1	Ellsworth
531	1	Byron
533	1	Dover-Eyota
534	1	Stewartville
535	1	Rochester
542	1	Battle Lake
544	1	Fergus Falls
545	1	Henning
547	1	Parkers Prairie
549	1	Perham-Dent
550	1	Underwood
553	1	New York Mills
561	1	Goodridge
564	1	Thief River Falls
577	1	Willow River
578	1	Pine City
581	1	Edgerton

District	Type	School Name
593	1	Crookston
601	1	Fosston
621	1	Mounds View
622	1	North St. Paul-Maplewood-Oakdale
624	1	White Bear Lake
625	1	St. Paul
635	1	Milroy
640	1	Wabasso
656	1	Faribault
659	1	Northfield
671	1	Hills-Beaver Creek
676	1	Badger
682	1	Roseau
695	1	Chisholm
700	1	Hermantown
701	1	Hibbing
704	1	Proctor

District	Type	School Name
706	1	Virginia
707	1	Nett Lake
709	1	Duluth
716	1	Belle Plaine
717	1	Jordan
719	1	Prior Lake-Savage
720	1	Shakopee
721	1	New Prague
727	1	Big Lake
728	1	Elk River
738	1	Holdingford
739	1	Kimball
740	1	Melrose
741	1	Paynesville
742	1	St. Cloud
743	1	Sauk Centre
745	1	Albany

District	Type	School Name
756	1	Blooming Prairie
761	1	Owatonna
763	1	Medford
768	1	Hancock
771	1	Chokio-Alberta
775	1	Kerkhoven-Murdock-Sunburg
801	1	Browns Valley
811	1	Wabasha-Kellogg
813	1	Lake City
815	2	Prinsburg
818	1	Verndale
820	1	Sebeka
829	1	Waseca
831	1	Forest Lake
832	1	Mahtomedi
833	1	South Washington County
834	1	Stillwater

District	Type	School Name
837	1	Madelia
846	1	Breckenridge
850	1	Rothsay
852	1	Campbell-Tintah
857	1	Lewiston-Altura
858	1	St. Charles
861	1	Winona
865	82	Region 5
868	82	Region 2 – ARCC (Arrowhead Regional Computing Consortium)
876	1	Annandale
879	1	Delano
881	1	Maple Lake
882	1	Monticello
883	1	Rockford
885	1	St. Michael-Albertville
891	1	Canby
914	1	Ulen-Hitterdal

District	Type	School Name
916	6	Northeast Metro 916
917	6	Intermediate District 917
919	51	North Country Vocational Cooperative Center
920	83	Region 11 – Metro Education Service Unit
922	83	Region 9 – South Central
924	83	Sourcewell
925	82	Sourcewell Technology
927	83	Region 3 – Northeast Service Cooperative
935	52	Fergus Falls Area Special Education Cooperative
938	52	Meeker and Wright Special Education Cooperative
957	51	Oak Land Vocational Center
963	51	East Range Secondary Technical Center
966	51	Wright Technical Center
978	52	Minnesota Valley Cooperative
985	51	Pine to Prairie Cooperative Center
997	52	Area Special Education Cooperative
998	52	Bemidji Regional Interdistrict Council

District	Type	School Name
2071	1	Lake Crystal-Wellcome Memorial
2125	1	Triton
2134	1	United South Central
2135	1	Maple River
2137	1	Kingsland
2142	1	St. Louis County
2143	1	Waterville-Elysian-Morristown
2154	1	Eveleth-Gilbert
2155	1	Wadena-Deer Creek
2159	1	Buffalo Lake-Hector-Stewart
2164	1	Dilworth-Glyndon-Felton
2167	1	Lakeview
2169	1	Murray County Central
2170	1	Staples-Motley
2171	1	Kittson Central
2172	1	Kenyon-Wanamingo
2174	1	Pine River-Backus

District	Type	School Name
2184	1	Luverne
2190	1	Yellow Medicine East
2198	1	Fillmore Central
2215	1	Norman County East
2310	1	Sibley East
2311	1	Clearbrook-Gonvick
2342	1	West Central Area
2358	1	Tri-County
2364	1	Belgrade-Brooten-Elrosa
2396	1	A.C.G.C.
2397	1	Le Sueur-Henderson
2448	1	Martin County West
2527	1	Norman County West
2536	1	Granada Huntley-East Chain
2580	1	East Central
2609	1	Win-E-Mac
2683	1	Greenbush-Middle River



District	Type	School Name
2687	1	Howard Lake-Waverly-Winsted
2689	1	Pipestone Area
2711	1	Mesabi East
2752	1	Fairmont Area
2753	1	Long Prairie-Grey Eagle
2754	1	Cedar Mountain
2769	1	Morris Area
2805	1	Zumbrota-Mazeppa
2853	1	Lac qui Parle Valley
2856	1	Stephen-Argyle Central
2859	1	Glencoe-Silver Lake
2860	1	Blue Earth Area
2886	1	Glenville-Emmons
2888	1	Clinton-Graceville-Beardsley
2890	1	Renville County West
2895	1	Jackson County Central
2897	1	Redwood Area

District	Type	School Name
2898	1	Westbrook-Walnut Grove
2899	1	Plainview-Elgin-Millville
2903	1	Ortonville
2904	1	Tracy Area
2905	1	Tri-City United
2906	1	Red Lake County Central
2908	1	Brandon-Evansville
4000	7	City Academy
4001	7	Bluffview Montessori
4003	7	New Heights School, Inc.
4004	7	Cedar Riverside Community
4005	7	Metro Deaf School
4007	7	Minnesota New Country School
4008	7	PACT Charter School
4011	7	Athlos Leadership Academy
4015	7	Community of Peace Academy
4016	7	World Learner Charter

District	Type	School Name
4018	7	Achieve Language Academy
4020	7	Duluth Public Schools Academy
4025	7	Cyber Village Academy
4027	7	Higher Ground Academy
4029	7	St. Paul City School
4030	7	Odyssey Charter School
4031	7	Jennings Community School
4032	7	Harvest Preparatory School
4035	7	Life Prep
4036	7	Face to Face Academy
4038	7	Sojourner Truth Academy
4039	7	High School for Recording Arts
4043	7	Math and Science Academy
4049	7	Northwest Passage High School
4050	7	Lafayette Public Charter
4053	7	North Lakes Academy
4055	7	Nerstrand Charter School

District	Type	School Name
4056	7	Rosa Parks Charter High School
4058	7	Schoolcraft Learning Community Charter
4059	7	Crosslake Community Charter
4066	7	Kato Public Charter School
4067	7	Aurora Charter School
4068	7	Excell Academy Charter
4070	7	HOPE Community Academy
4073	7	Academia Cesar Chavez Charter
4074	7	AFSA High School
4075	7	Avalon School
4077	7	Twin Cities International Elementary School
4078	7	Minnesota International Middle School
4080	7	Pillager Area Charter
4081	7	Discovery Public School Faribault
4082	7	BlueSky Charter
4083	7	Ridgeway Community
4084	7	North Shore Community

District	Type	School Name
4087	7	SAGE Academy
4088	7	Urban Academy
4089	7	New City School
4090	7	Prairie Creek Community
4091	7	Arcadia Charter
4092	7	Watershed High School
4093	7	New Century Academy
4095	7	TRIO Wolf Creek Distance Learning
4097	7	Partnership Academy, Inc
4098	7	Nova Classical Academy
4100	7	Great Expectations
4102	7	Minnesota Internship Charter
4103	7	Hmong College Prep Academy
4104	7	Paladin Career and Technical High School
4105	7	Great River School
4106	7	TrekNorth High School
4107	7	Voyageurs Expeditionary

District	Type	School Name
4110	7	PIM Arts High School
4111	7	Augsburg Fairview Academy
4112	7	St. Paul Conservatory Performing Arts
4113	7	Spero Academy
4116	7	Lakes International Language Academy
4118	7	Kaleidoscope Charter
4119	7	Academic Arts High School
4120	7	St. Croix Preparatory Academy
4121	7	Ubah Medical Academy
4122	7	Eagle Ridge Academy
4124	7	Beacon Academy
4126	7	Prairie Seeds Academy
4127	7	TEAM Academy
4131	7	Metro Schools Charter
4132	7	Twin City Academy
4135	7	Rochester Math and Science Academy
4137	7	Swan River Montessori

District	Type	School Name
4138	7	Milroy Area Charter
4140	7	Yinghua Academy
4142	7	Stride Academy
4143	7	New Millennium Academy
4145	7	Birch Grove Community
4146	7	Northern Lights Community
4150	7	Minnesota Online High School
4151	7	EdVisions Off Campus
4152	7	Twin Cities German Immersion
4153	7	Dugsi Academy
4155	7	Naytahwaush Community School
4159	7	Seven Hills Preparatory Academy
4160	7	Spectrum High School
4161	7	New Discoveries Montessori Academy
4162	7	Southside Family Charter
4163	7	Learning for Leadership
4164	7	Laura Jeffrey Academy

District	Type	School Name
4166	7	East Range Academy of Technology and Science
4167	7	International Spanish Language Academy
4168	7	Glacial Hills Elementary
4169	7	Stonebridge World School
4170	7	Hiawatha Academies
4171	7	Noble Academy
4172	7	Clarkfield Charter School
4177	7	Minisinaakwaang Leadership Academy
4178	7	Lincoln International School
4181	7	Community School of Excellence
4183	7	Lionsgate Academy
4184	7	Aspen Academy
4185	7	DaVinci Academy
4186	7	Global Academy
4187	7	Natural Science Academy
4188	7	Cologne Academy
4189	7	Bright Water Elementary



District	Type	School Name
4190	7	Rivers Edge Academy
4192	7	Best Academy
4193	7	College Preparatory Elementary
4194	7	Cannon River STEM School
4195	7	Oshki Ogimaag Charter
4198	7	Discovery Woods
4200	7	STEP Academy Charter
4201	7	Cornerstone Montessori Elementary
4204	7	Rochester STEM Academy
4205	7	Hennepin Elementary School
4207	7	Vermillion Country School
4208	7	Nasha Shkola Charter
4209	7	Mastery School
4210	7	Upper Mississippi Academy
4212	7	West Side Summit School
4213	7	Prodeo Academy
4215	7	Sejong Academy of Minnesota

District	Type	School Name
4217	7	Technical Academies of Minnesota
4218	7	Venture Academy
4219	7	Northeast College Prep
4220	7	Agamim Classical Academy
4221	7	Discovery Charter School
4223	7	Saint Cloud Math and Science Academy
4224	7	Star of the North Academy Charter
4225	7	Universal Academy Charter School
4227	7	Art and Science Academy
4228	7	Woodbury Leadership Academy
4229	7	Jane Goodall Environmental Science Academy
4231	7	Minnesota Math and Science Academy
4232	7	Success Academy
4233	7	Level Up Academy
4237	7	Career Pathways
4239	7	Tesfa International School
4240	7	New Century School

District	Type	School Name
4243	7	North Metro Flex Academy
4244	7	FIT Academy
4254	7	Marine Area Charter School
4255	7	Skyline Math and Science Academy
6003	50	East Central Minnesota Cable
6004	61	Freshwater Education District
6009	61	St. Croix River Education District
6012	61	Zumbro Education District
6013	61	Hiawatha Valley Education District
6040	50	Little Crow Tele-Media Network
6049	61	River Bend Education District
6050	52	Paul Bunyan Educational Cooperative
6051	61	Goodhue County Education District
6054	50	Central Minnesota Education Telecom
6067	62	East Metro Integration
6069	62	West Metro Education
6074	50	Central Minnesota Joint Powers District

District	Type	School Name
6076	50	Northland Learning Center
6078	62	Northwest Suburban Integration District
6079	52	Rum River Special Education Cooperative
6080	50	Infinity: Minnesota Digital Academy
6083	52	Southern Minnesota Education Consortium
6085	50	Nobles County Integration Collaborative
6090	52	Sherburne and Northern Wright Special Education Cooperative
6091	50	Education Innovation Partners Cooperative Center
6095	52	Austin Albert Lea Area Special Education Cooperative
6098	50	Minnesota Healthcare Consortium
6383	61	Benton-Stearns Education District
6979	61	Mid State Education District

Dear Families and Community Members:

The support the Chatfield community continues to provide our School District is second to none. Our voters' approval of the 2016 bond referendum to update the high school is just one example. In addition, for more than 20 years, our community has also supported an operational levy that has allowed the District to maintain current programs and services. This support allows us to fulfill our mission to *"equip all learners with the knowledge to thrive in a world of change by expanding and enhancing each individual's educational environment."*

As a result of state funding not keeping pace with expenses and the lack of enrollment growth, the District has experienced an operating budget deficit for the past two years. In response, the District has cut \$400,000 from next school year's budget by:

- Reducing department and building budgets
- Eliminating/reassigning teaching and support staff positions
- Reducing/eliminating student programs, including class offerings
- Increasing class sizes

Even with these cuts, the **District is still forecasting a budget shortfall averaging more than \$300,000 per year, for the next five years.** We are concerned what making any additional cuts will mean to educating our students, retaining quality staff and our ability to maintain our facilities.

Therefore, we need your input to determine how best to fund school operations.

**Please take a few minutes to complete this survey.**

### **TAKE THE SURVEY IN ONE OF TWO EASY WAYS**

#### **Online:**

- 1) Simply go to the survey website: **[www.Feedback2000.com](http://www.Feedback2000.com)**
- 2) Enter your Survey Access Number:

#### **By Paper:**

If you do not have Internet access, please return the survey to the school office or mail to: School Perceptions, 317 E Washington St., Slinger, WI 53086.

Each Survey Access Number can be used only once. To obtain additional surveys for other adults in your household, please call the District Office at 507-867-3240.

**Please complete the survey by XXX, 2019.**

To collect this feedback, we are working with School Perceptions LLC, an independent firm with expertise in conducting community surveys. All survey data is returned to School Perceptions to ensure respondent anonymity.

Final survey results will be reported at the Board of Education meeting on XX and will also be available on the District website [www.chatfieldschools.com](http://www.chatfieldschools.com)

Thank you for taking the time to complete this survey.

Sincerely,

Edward J. Harris  
Superintendent  
Chatfield Public Schools

## Respondent Information

Please check your response to each of the following:

What is your age?

☐ 18-25      ☐ 26-35      ☐ 36-45      ☐ 46-55      ☐ 56-64      ☐ 65 and older

Is this your primary residence in the Chatfield School District? ☐ Yes ☐ No

In which municipality/township is your primary residence?

☐ City of Chatfield      ☐ Carrolton Township      ☐ Chatfield Township  
☐ Elmira Township      ☐ Eyota Township      ☐ Fillmore Township  
☐ Fountain Township      ☐ Jordan Township      ☐ Marion Township  
☐ Orion Township      ☐ Pilot Mound Township      ☐ Pleasant Grove Township  
☐ Saratoga Township      ☐ Sumner Township      ☐ Other:

Do you own property within the Chatfield School District that is taxed as agricultural land? ☐ Yes ☐ No

Are you an employee of the Chatfield School District? ☐ Yes ☐ No

Do your children attend school in the Chatfield School District? ☐ Yes ☐ No

If you have school-aged children, what school(s) do they attend? (Select all that apply)

☐ Chatfield Elementary School      ☐ Chatfield High School      ☐ Public school outside of the District  
☐ Private school      ☐ Homeschool      ☐ Online/virtual school  
☐ Other:

## School Funding Background Information

There has been some confusion regarding how school district uses referendum funding. There are two types of referenda: **Operating Levies and Facility Bonds**.

For more than two decades, like many other districts in the state, the Chatfield School District has had to rely on a voter-approved **Operating Levy** to help fund programs and services. These funds support day-to-day operations, such as staffing, educational programming and student services. These funds are used the same year they are received.

A **Facility Bond** is used to pay for major building projects. Much like a home mortgage, a bond is typically financed over an extended period, often 20 years. This financing method was used in 2016 to update our high school. **In simple terms, Bonds are for building, Levies are for learning.**

As outlined in the opening letter, the District has cut \$400,000 from next school year's budget. Even with these reductions, the District is still forecasting a budget shortfall averaging more than \$300,000 per year (\$375 per student), for the next five years.

The recent high school construction project did not contribute to our budget deficit. Construction project funds (bonds) cannot be used for general operating expenses. The construction project finished on time and on budget. It is important to note that **even if the construction project had never happened, we would still be dealing with the same budget situation.**

Based on the State's current funding formula, there is no indication that school funding will increase at a level needed to maintain current programs and services. **Therefore, the District will need to increase the current operating levy or make additional cuts for the 2020-21 school year.**

What advice would you give the School Board?

- ☐ Hold an operating levy election this November  
☐ Make further budget cuts in the spring of 2020  
☐ Not sure/Need more information

Comments/suggestions:

## Funding Priorities

The District does not endorse or recommend any of the following, but in order to address future budget shortfalls, should an operating levy not be supported, must consider all options to reduce expenses.

*Please check your response to each of the following:*

<b>Elementary Class Size:</b> Typical class sizes range from 19-22. Occasionally some classes are larger or smaller depending on enrollment. <b>Should the District increase elementary class sizes to reduce costs?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No opinion
<b>High School Class Size:</b> Typical class sizes range from 18-24. Occasionally some classes are larger or smaller depending on enrollment. <b>Should the District increase high school class sizes to reduce costs?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No opinion
<b>Elective Course Offerings:</b> Another option to save money is to limit the variety of elective classes offered at the high school by downsizing elective departments (Art, Music, Physical Education, Agri-Science, STEM/Shop, Foreign Language). <b>Should the District reduce high school elective course offerings to reduce costs?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No opinion
<b>Athletic/Activity Fees:</b> The District currently charges athletic and activity fees. Middle and high school students pay \$40- \$52 per activity and \$100 per sport. <b>Should the District consider implementing higher fees for student participation?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No Opinion
<b>Athletic/Activity Offerings:</b> Another option to save money is to cut the athletic/activity offerings. <b>Should the District decrease the number of athletic/activity offerings to reduce costs?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No Opinion
<b>Support Staff:</b> Administrative assistants, paraprofessionals, and custodians all play a critical role in helping our school function efficiently and allow us to best meet the needs of students. <b>Would you support reductions in support staff to reduce costs?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No Opinion
<b>Technology:</b> Technology is an integral piece of the District's curriculum and the teaching and learning taking place in our classrooms. Our technology plan calls for updating the servers, technology infrastructure, wireless access as well as computers, on a rotating schedule to ensure access to the needed technology. <b>Should the District slow the technology replacement schedule to reduce costs?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No Opinion

**Comments/suggestions regarding cost saving options:**



## Funding to Support Operations

The District's current operating levy is no longer adequate to fund daily programs and services.

The following options have been developed for community feedback:

### OPTION 1

Cut additional programs and services for the 2020-21 school year.

### OPTION 2

Hold an election this November for an operating levy that would provide an additional \$375 per student for each of the next 5 years to maintain current programs and services.

### OPTION 3

Hold an election this November for an operating levy that would provide an additional \$475 per student for each of the next 5 years to maintain current programs/services AND reinstate some programs and services.

The following table shows the tax impacts for each option.

PROPERTY TAX IMPACT			
Estimated Property Value	Operating Levy Estimated Increase Per Year Over the Current Level		
	OPTION 1	OPTION 2 \$375 per student levy	OPTION 3 \$475 per student levy
\$100,000	No increase over the current level	\$103	\$130
\$150,000	No increase over the current level	\$155	\$195
\$200,000	No increase over the current level	\$206	\$260
\$300,000	No increase over the current level	\$309	\$390
\$400,000	No increase over the current level	\$412	\$520

**Which option would you support?**

☐ **OPTION 1:** Cut additional programs and services for the 2020-21 school year.

☐ **OPTION 2:** Hold an election this November for an operating levy that would provide an additional \$375 per student for each of the next 5 years to maintain current programs and services.

☐ **OPTION 3:** Hold an election this November for an operating levy that would provide an additional \$475 per student for each of the next 5 years to maintain current programs/services AND reinstate some programs and services.

☐ I'm not sure/need more information.

Comments/suggestions regarding funding options:

*Thank you for your participation. We sincerely value your time and feedback!*



**RESOLUTION RELATING TO THE DESIGNATION OF IDENTIFIED  
OFFICIAL WITH AUTHORITY FOR THE MDE EXTERNAL USER  
ACCESS RECERTIFICATION SYSTEM**

BE IT RESOLVED by the School Board of Independent School District #227,  
State of Minnesota, as follows:

The Minnesota Department of Education (MDE) requires that school districts, charter schools or other organizations annually designate an Identified Official with Authority to comply with State Access Control Security Standard 1.0 which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The Identified Official with Authority will assign job duties and authorize external user's access to MDE secure systems for their local education agency (LEA) or organization. The Superintendent/Director recommends the Board or equivalent governing board authorize **Ed Harris, Superintendent of Schools** to act as the Identified Official with Authority for the **Chatfield Public Schools ISD #227**.

/s/



Scott Backer  
School Board Clerk  
Chatfield Public Schools  
May 01, 2019

APPROVED MAY 01 2019

Scanned  
5/2/19

mde.school-verify@state.mn.us





Chatfield Elementary  
11555 Hillside Dr. SE  
Chatfield, MN 55923

MINNESOTA  
DISTRICT/SCHOOL  
LOCAL LITERACY PLAN

2019-2020

I. General Information and Instructions:

Minnesota Local Literacy Plans are due July 1, 2019.

APPROVED MAY 8 1 2019


DISTRICT/CHARTER and SCHOOL SITE  
IDENTIFICATION INFORMATION

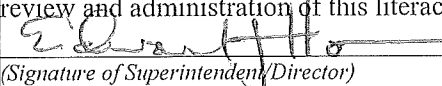
District Name and Number: <b>Chatfield Public Schools</b>	Phone: <b>(507) 867-4210</b>
Superintendent/Director: <b>Mr. Ed Harris</b>	Fax: <b>888-518-0702</b>
Site Address: <b>205 Union St. NE, Chatfield, MN 55923</b>	Email: <b>eharris@chatfield.k12.mn.us</b>
School Name and Number: <b>Chatfield Elementary School</b>	Phone: <b>(507) 867-4521</b>
Principal/Director: <b>Shane McBroom</b>	Fax: <b>888-518-0701</b>
Site Address: <b>11555 Hillside Drive, Chatfield, MN 55923</b>	Email: <b>smcbroom@chatfieldschools.com</b>

*Local Literacy Team Members*

*Local Literacy Team Roles*

Ed Harris	Superintendent
Shane McBroom	Elementary Principal
Randy Paulson	7-12 Principal
Elissa Johnsrud	Reading Specialist
Melissa Holdgrafer	School Psychologist
LuAnn Klevan	Community Ed Director
Linda Zeccardi	Special Education Teacher
Cheri Vondal	Teacher
Tracy Raaen	Teacher
Carmen Berge	Teacher
Melanie Murphy	Teacher

	Chatfield Elementary 11555 Hillside Dr. SE Chatfield, MN 55923	<b>MINNESOTA DISTRICT/SCHOOL LOCAL LITERACY PLAN</b>	2019-2020
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LOCAL BOARD OF EDUCATION ACTION	
<p>The local Board of Education of <u>Chatfield ISD #227</u> (District Name) has authorized <u>Shane McBroom</u> (Name) at a monthly meeting on <u>05/01/2019</u> (date) to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2019-2020. The LEA Representative ensures the school district maintains compliance with the appropriate federal statutes, regulations, and procedures and acts as the responsible authority in all matters relating to the review and administration of this literacy plan.</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;">             (Signature of Superintendent/Director)         </div> <div style="width: 45%; text-align: right;"> <u>5/2/19</u>            (Date)         </div> </div>	

All Minnesota School Districts are required to develop (or revise) and implement a local literacy plan based on the five elements prescribed under MS section 120B.12:

Five requirements to be included in the local literacy plan include:

1. How you will ensure reading proficiency for all students by the end of Grade 3.
2. The process to assess students' level of reading proficiency.
3. How you will notify and involve parents.
4. How and when you will intervene with students who are not reading at or above grade level.
5. How you will identify and meet staff development needs.


All Minnesota School Districts are required to develop (or revise) and implement this local literacy plan so that teachers provide comprehensive scientifically based reading instruction consistent with PL 122A.06 subd. 4:

Comprehensive scientifically based reading instruction includes:

- Comprehension
- Vocabulary
- Fluency
- Phonics
- Phonemic Awareness

This can be accomplished as follows:

- Districts/School Sites K-3 must develop or revise a local literacy plan ~AND~
- Use the attached rubrics (appendix A) to guide your school local literacy planning

	<p><i>Chatfield Elementary</i>  11555 Hillside Dr. SE  Chatfield, MN 55923</p>	<p><b>MINNESOTA  DISTRICT/SCHOOL  LOCAL LITERACY PLAN</b></p>	<p>2019-2020</p>
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## I. GOALS AND OBJECTIVES

Our goal is to be at 80% proficient in reading in grades K-6. We have seen progress for all of our students over the last several years and our state test scores show our reading growth. Our free and reduced priced lunch population is our lowest performing subgroup but we are continuing to close the gap. We are working to ensure our students are reading proficiently by 3<sup>rd</sup> grade through a strong core for all students and a strong intervention program for those who need more support.

Our vision to have students reading well by third grade is supported by some of the following:

- Chatfield Elementary has formed professional learning communities to discuss student data and collaborate on effective methods of instruction and intervention.
- We have a very strong preschool program that feeds into our Kindergarten providing a strong foundation for literacy.
- A strong volunteer base as well as a Minnesota Reading Corps Volunteer also helps provide our students with individuals to assist with reading strategies.
- We are beginning a personalized learning initiative that will allow us to better meet student's specific needs.
- We have a reading program that sets goals for students and partners with parents, providing a strong home to school connection.


### **Mission Statement**

The mission of the Chatfield Pre-K-3 Literacy Plan is to educate all students to proficiency and beyond in order to prepare them for success in higher education, careers, and responsible citizenship through the following goals:

- Rigorous, standards based curriculum
- Research-based instructional practices
- A common, high-quality assessment system
- A tiered system of support for all students

### **Vision**

- The Chatfield Pre-K-3 Literacy Plan guarantees high quality literacy learning in every classroom, every day, for every student.
- Parents play a major role in early literacy. Children who are read to regularly receive a variety of enriching experiences through literature.
- Teachers should value and use students' prior knowledge to enhance literacy.
- Students should have choice in their reading. They should be coached by strong literacy teachers. Students know how to set and reach reading goals.
- Teachers use a variety of teaching strategies to accommodate all children.
- Teachers must intervene early to ensure all students' success.
- Professional development is critical to a literacy program.
- Reading and writing instruction should include: phonics, reading strategies, authentic writing, vocabulary building, and comprehension in all genres.

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- Students must learn to access and use a variety of information.
- The more students read & write, the better they become; time on task is critical.
- Teachers must read to students daily.
- Students should be reading meaningful text daily.
- Students must write meaningful text every day.
- Teaching reading and writing is the responsibility of all teachers, parents and community leaders.

#### 5 Key Areas of Focus:

1. **Curriculum** = Implement a rigorous, relevant, standards-based curriculum.
2. **Instruction** = Employ engaging, research-based instructional practices; this includes attention to classroom environment.
3. **Assessment** = Utilize a common, high quality, balanced assessment system while ensuring assessment literacy.
4. **Professional Development** = Deepen research-based instructional knowledge and practice.
5. **Intervention** = Provide a tiered system of support for all students.

## II. ASSESSMENT PROCESS


Screening Tools. Using the American Reading Companies Action 100/100 Book Challenge program, all Chatfield elementary students will be screened in the fall to determine their independent reading level and will be assigned an Action 100 color level based on that assessment. All Chatfield elementary students (K-6) are also tested fall and winter the NWEA MAP (Northwest Evaluation Assessment – Measures of Academic Progress) testing suite. Preschool students are assessed for pre-literacy skills.

Students who are below their grade level benchmark using the Action 100 screening are benchmarked using FAST. Kindergarten students are benchmark using the FastBridge Tests of Early Literacy letter names and sounds. First through sixth graders are benchmarked using the FastBridge test or Oral Reading Fluency. Using these 3 data points, each grade level team will meet to discuss students' screening data. The team determines who qualifies for interventions such as ADSIS reading, Title 1 services and Americorps.

Diagnostic. The classroom teachers will conference with individual students as other students work on skills related to their color level. Teachers will use the IRLA (Independent Reading Level Assessment Framework) to track student independent reading progress daily and diagnose areas of concern. Changes to a student's Color Level are reported in a school wide data management system called SchoolPace. Student progress will also be tracked by how many steps they read each day at school and at home. STEPS is a count of: 1 step = 15 minutes of engaged reading at school; 1 step = 15 minutes of engaged reading at home logged by their parent. Every child's goal is to read 800 steps (200 hours) and grow at least 1.0 year in their reading level. Students who qualify for an intervention are accelerated and the rate of growth goal is 1.5 years in 1 school year. Teachers discuss student's growth and administration has access to individual student data and can track overall progress.

#### Progress Monitoring:

Throughout the school year, teachers will be conferencing with students during their independent reading time to determine their appropriate reading level. Below-level readers will receive more time in small groups than on-level readers. Teachers will provide one-to-one expert coaching for students who are not making adequate

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progress. The teacher will use a variety of auditory, kinesthetic, visual, social and other strategies to accelerate individual progress. Where individual students are not making accelerated progress, as assessed using the IRLA, alternative methods – including changing the one-to-one coach-are tried. New strategies and methods will be tried until the student’s progress accelerates as desired.

The web-based student data-tracker provides real-time dashboards for all and tracks the:

- Average rate of reading growth of every student, classroom, and school in real time, every day.
- Common Core State Standards for Language Arts for each student has mastered.
- Level of text complexity each student is currently able to handle.

In ADSIS intervention, students are benchmarked every two weeks. Students are carefully monitored to ensure that growth is being made. If concerns arise, students are brought to the student assistance team and a plan of action is made. Students are then revisited in 6 weeks to discuss if the intervention worked or if a new intervention should be tried.

#### Communication:

Teachers will communicate with students by conferencing with them during their independent reading time in ways that enable them to monitor their own progress and promote the development of personal achievement.

Teachers will collaborate with parents by asking parents to sign on as Home Coaches and by having parents agree to working with their child for half an hour each night using the proposed home academic routines. Support systems and materials will help parents provide an academically successful home environment. Parents will understand where their children are in reading and how to help and think and talk about nightly reading.

### III. PARENTAL INVOLVEMENT


Parents are an important part of our reading program and our goal is to have them partner with us as home coaches. As part of our Action 100/100 Book Challenge initiative, parents are asked to sign a “Home Coach Contract” to become home coaches for their child(ren). Parent information is provided before the school year begins on how to be a successful home coach. Classroom teachers send books home every night for their students to read. Teachers also send a power goal home for parents to practice with their child. Thirty minutes of reading is required every night of all students. Parents are asked to:

- Eliminate distractions by turning off TV, cell phone, computer and games for 30 minutes every night
- Understand where their children are in reading and how to help
- Talk about nightly reading

Information about our Action 100/100 Book Challenge initiative will be posted on our school website. Training videos are used to explain what we expect from them as “at home coaches”. We will also provide an avenue for families and community members to express their needs and concerns and to provide a clear pathway for families to stay informed of ways they can support their child’s literacy development.

Chatfield Elementary will partner with community and faith based organizations to provide literacy opportunities for parents and caregivers of youth prior to school entry, after the school day and beyond. Also, Southeast Service Cooperative/Engaging Design 2012



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we will educate and provide information to parents and caregivers on how to effectively interact with their child when using technology to advance literacy outside of school.

#### IV. INTERVENTIONS AND SUPPORTS

##### Tier I

Chatfield teachers have written a curriculum based on the Minnesota State Standards for English Language Arts (2010) using a process to define the essential benchmarks that need to be mastered at each grade level in order for our students to be reading at grade level by the end of third grade and beyond.

Chatfield Elementary uses a School-Wide MTSS accountability framework to transform our school culture using student metrics to drive all of our instructional decisions. Every grade level has Professional Learning Communities who have been trained and effectively use action research to improve student achievement through curriculum, instruction, environment and learner analysis, goal setting and improvement. A PLC leadership team has grade level members who represent all the PLC's and the K-6 staff. This PLC leadership team sets the direction for the school's MTSS. Subsets of this PLC leadership team tackle specific student achievement and behavior areas. The process of action research involves identifying grade or school level goals with baseline, formative and summative assessments to evaluate performance. The results of these assessments provide guidance for our core instruction and Tier 1 support.

In reading, Tier 1 universal support interventions are implemented during core instruction. Every student has an Independent Reading Level Assessed (IRLA) Reading Color Level that is monitored in core instruction at frequent intervals. Also their number of minutes of "engaged" reading will be logged and recorded daily as STEPs. Reading Color Level and STEPs are entered into the online SchoolPace Data Tracker.

##### Tier II

In reading, students who need additional support are benchmarked 2 times a year. Students below the 20<sup>th</sup> percentile typically qualify for ADSIS reading. Students receive interventions at their Tier II instructional needs level with the amount based on their diagnostic need. This instruction is 100% aligned with the core instruction goals using individualized instruction strategies, curriculum and interventions specifically targeted to their needs and strengths. If students do not qualify for ADSIS but do need additional support, above the 20<sup>th</sup> percentile, they also may qualify to see the Title paraprofessional or enter AmeriCorps.

##### Tier III

In reading, students who qualify for ADSIS Tier II and are below the 10<sup>th</sup> percentile receive a Tier III support time. These students get 1-on-1 time of focused instruction using an additional reading intervention such as Orton-Gillingham or ROAR. Layered Levels of Support:

#### V. PROFESSIONAL DEVELOPMENT



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Chatfield Elementary School is committed to providing excellent reading instruction to all our students. We provide individual reading instruction to each student and meet them at their ability. We have recently had our staff trained in American Reading Company's Action 100 program which helps our teacher's set individual goals for every student, meeting them at their individual needs and tracking growth to ensure progress. We work collaboratively with our preschool to ensure early literacy initiatives. Our preschool also used Action 100 which allows us to use common language. We train new staff as well as meet as a whole staff to maintain the fidelity of the program. Elementary promotes the arts, diversity, and individuality in their students and literature selection. We have written in house curriculum that is based on the Minnesota state standards. We use strategies that engage and motivate students.

Our staff will participate in professional learning communities. These professional development opportunities are built into the school schedule, with consistent opportunities to learn about new research and practices in reading.

K-3 teachers will be provided with opportunities to meet and reflect upon new ideas. The Student Assistance Team will meet bi-weekly to address student needs. A multi-tiered system of support is in place to meet the needs of all students. Staff will be trained to effectively recognize students' diverse needs and provide them what they need for their individual literacy development.

Chatfield Elementary is striving to create a culture of literacy with a culture of collaboration that supports the school-wide efforts to drive cultural changes and develop district-wide accountability that supports literacy development in all students.



Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 619

Orig. 1998

Revised: \_\_\_\_\_

Rev. ~~2014~~ 2017

## **619 STAFF DEVELOPMENT FOR STANDARDS**

### **I. PURPOSE**

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

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

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

### **III. STANDARDS FOR STAFF DEVELOPMENT**

- A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

### **IV. TRAINING AND PROFESSIONAL DEVELOPMENT**

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality,

vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers/Administrators

1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.
2. ~~The school district will assign an administrator to serve as a highly objective uniform state standard of evaluation (HOUSSE) reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher's application for highly qualified status.~~

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)  
Minn. Stat. § 122A.16 (Qualified Teacher Defined)  
Minn. Stat. § 122A.60 (Staff Development Program)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

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





Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 707

Orig. 1995

Revised: \_\_\_\_\_

Rev. ~~2015~~ 2017

## 707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

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

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

### III. DEFINITIONS

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

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

- C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances. (42 U.S.C. § 11434a)
- D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minn. Stat. §120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d, *et seq.*). (Minn. Stat. §123B.41, Subd. 9)
- E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. (Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)
- F. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located. (Minn. Stat. § 123B.41, Subd. 4)
- G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. (42 U.S.C. § 11432(g)(3)(G))
- H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minn. Stat. §

120A.22 by attendance at a nonpublic school. (Minn. Stat. § 126C.01, Subd. 8)

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

#### **IV. ELIGIBILITY**

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

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

- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district’s expenditures for transportation. (Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13)
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

#### **V. TRANSPORTATION OF NONRESIDENT STUDENTS**

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

- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. (Minn. Stat. § 123B.88, Subd. 6)
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. (Minn. Stat. § 127A.47, Subd. 3(b))
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. (Minn. Stat. § 123B.92, Subd. 3(b))

## **VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS**

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (Minn. Stat. § 123B.88, Subds. 1 and 4)
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. (Minn. Stat. § 124D.041)

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

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minn. Stat. § 123B.92, Subd. 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs. (Minn. Stat. § 123B.88, Subd. 1)
- B. Resident students with a disability whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600)
- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. (Minn. Stat. § 125A.65)
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (Minn. Stat. § 125A.12)
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders

otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district. (Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))

- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. (Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

## VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district. (42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
  - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location ~~if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked on the same basis as transportation services are provided to other students in the school district.~~ (42 U.S.C. § 11432(g)(1)(J)(iii)(I))
  - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location ~~if the shelter or non-shelter location is two or more miles from the school~~



~~of origin and the student's transportation privileges have not been revoked on the same basis as transportation services are provided to other students in the school district,~~ unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. (Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II))

3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. (Minn. Stat. § 125A.51(f))
4. A homeless nonresident student enrolled under Minn. Stat. § 124D.08, Subd. 2a, must be provided transportation from the student's district of residence to and from the school of enrollment. (Minn. Stat. § 123B.92, Subd. 3(c)).

#### **IX. AVAILABILITY OF SERVICES**

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

#### **X. MANNER OF TRANSPORTATION**

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

#### **XI. RESTRICTIONS**

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

## **XII. FEES**

- A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional. (Minn. Stat. § 123B.36, Subd. 1(10))
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minn. Stat. § 190.05. (Minn. Stat. § 123B.36, Subds. 1(11) and 6)
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. (Minn. Stat. § 123B.36, Subd. 1(13))
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. (Minn. Stat. § 123B.36, Subd. 3)

***Legal References:*** Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)  
Minn. Stat. § 123B.36 (Authorized Fees)  
Minn. Stat. § 123B.41 (Educational Aids for Nonpublic School Children; Definitions)  
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)  
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)  
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.04 (Enrollment Options Programs in Border States)  
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)  
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District)  
Minn. Stat. Ch. 125A (Children With a Disability)  
Minn. Stat. § 125A.02 (Children With a Disability, Defined)  
Minn. Stat. § 125A.12 (Attendance in Another District)  
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)



Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)  
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)  
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)  
Minn. Stat. § 126C.01 (General Education Revenue - Definitions)  
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)  
Minn. Stat. § 190.05 (Definitions)  
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)  
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)  
20 U.S.C. § 1415 (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)  
42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)  
42 U.S.C. § 11431 *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)  
42 U.S.C. § 12132 *et seq.* (Americans With Disabilities Act)

***Cross References:*** MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 710 (Extracurricular Transportation)  
MSBA Service Manual, Chapter 2, Transportation



Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 708

Orig. 1995

Revised: \_\_\_\_\_

Rev. ~~2008~~ 2017

## **708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS**

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

### **I. PURPOSE**

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

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

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

### **III. ELIGIBILITY**

- A. The school district shall provide equal transportation within the school district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minn. Stat. § 123B.88 and § 123B.92 when applicable. (Minn. Stat. § 123B.86, Subd. 1)
- B. Upon the request of a parent or guardian, the school district shall provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation shall be provided whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. (Minn. Stat. § 123B.86, Subd. 2(a))
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such

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

- D. The school district shall provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school. (Minn. Stat. § 123B.44, Subd. 1)
- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. (Minn. Stat. § 123B.86, Subd. 3; Minn. Stat. § 123B.91, Subd. 1a)
- F. Additional transportation to and from a nonpublic school may be provided at the expense of the school district where such services are provided in the discretion of the school district.

#### IV. ~~SPECIAL EDUCATION/DISABLED~~ STUDENTS WITH DISABILITIES

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district shall provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law. (Minn. Stat. § 125A.18)
- B. ~~Disabled students whose handicapped conditions~~ When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport ~~disabled students on the basis of the handicapping condition~~ students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules



Part 7470.1600, Subd. 1)

- C. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)
- D. Any parent of a **disabled** student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

## V. APPLICATION OF GENERAL POLICY

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

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

**Cross References:** MSBA/MASA Model Policy 707 (Transportation of Public School Students)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA Service Manual, Chapter 2, Transportation

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 709

Orig. 1995

Revised: \_\_\_\_\_

Rev. ~~2014~~ 2017

## 709 STUDENT TRANSPORTATION SAFETY POLICY

*[Note: School districts are required by statute to have a policy addressing these issues.]*

### 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 4 weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minn. Stat. § 169.446, Subd. 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
9. The school district shall adopt and make available for public review a curriculum for transportation safety education.
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. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

- a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.

- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

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

3rd offense – 5 school-day suspension from riding the bus

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

3rd offense – 10 school-day suspension from riding the bus

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 are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and 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 2 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, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

#### **IV. PARENT AND GUARDIAN INVOLVEMENT**

A. Parent and Guardian Notification

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

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

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

#### **V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES**

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

purposes of this section, “annually” means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver “evaluation certification” form for each school district driver as contained in the Model School Bus Driver Training Manual.

***[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]***

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.

***[Note: The school district may use alternative assessments rather than those set forth in the Model School Bus Driver Training Manual for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at least 8 hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]***

## 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.

***[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]***

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.

***[Note: A school district is not required to comply with Section VII.A.5. if the school board determines that alternative locations block traffic, impair student safety, or are not cost effective.]***

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 vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
  - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
  - b. First aid kit and body fluids cleanup kit. A minimum of a 10-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.

- 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 nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
    - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
    - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
    - (d) placing the type III vehicle in “park” during loading and unloading;
    - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
  - (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 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 preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minn. Stat. § 181.951, Subds. 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
  - f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minn. Stat. § 171.321, Subd. 5.
  - g. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 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.

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

1. The holder of a Class D driver’s license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
  - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
  - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
  - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
  - d. The operator has submitted to a background check and physical examination as required by Minn. Stat. § 171.321, Subd. 2.
  - e. The operator has a valid driver’s license and has not sustained a conviction of a disqualifying offense as set forth in Minn. Stat. § 171.02, Subd. 2a(h) - 2a(j).
  - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration’s “Guideline for the Safe Transportation of Pre-school Age Children in School Buses,” if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
  - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
3. A school bus operated under this section must bear a current certificate of inspection.

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

## **VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES**

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

*[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]*

- 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 1 month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
  1. the student's name and address;
  2. the nature of the student's disabilities;
  3. emergency health care information; and
  4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

## **IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS**

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.

- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

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

## **XI. STUDENT TRANSPORTATION SAFETY COMMITTEE**

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student 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. § 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)