



MEETING AGENDA

*The mission of Eden Prairie Schools is to inspire each student to learn continuously so they are empowered
To reach personal fulfillment and contribute purposefully to our ever-changing world.*

1. CONVENE: 6:00 PM

Call to Order - School Board Roll Call

Steve Bartz, Aaron Casper, Debjyoti "DD" Dwivedy, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs

2. Pledge of Allegiance

3. Agenda Review and Approval (Action)

Approval of the agenda for the Monday, August 28, 2023, meeting of the School Board of Independent School District 272, Eden Prairie Schools.

Motion _____ **Seconded** _____

4. Approval of Previous Minutes (Action)

Approval of the UNOFFICIAL Minutes of the School Board Regular Meeting for the June 26, 2023, and the July 24, 2023 Meetings.

Motion _____ **Seconded** _____

A. June 26, 2023 Minutes

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B. July 24, 2023 Minutes

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5. Public Comment: 6:05 PM

6. Announcements: 6:15 PM - Superintendent Josh Swanson (Information)

7. Board Work: 6:20 PM (Action)

A. Decision Preparation

B. Required Board Action

C. Policy Monitoring (Action)

1) EL 2.1 Emergency Superintendent Succession (Action) 12

To protect the Board from sudden loss of Superintendent services, the Superintendent shall not permit there to be fewer than two other staff members sufficiently familiar with Board and Superintendent issues and processes who would be able to take over with reasonable proficiency as an interim successor.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

2) EL 2.2 Treatment of Students (Action) 15

The Superintendent shall not cause or allow an educational environment that is unsafe, unwelcoming, inequitable, disrespectful, unnecessarily intrusive, or that otherwise inhibits the effective learning needs of each student.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

a. EL 2.2.1 - Allow student to be unprotected against violence or harassment.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

b. EL 2.2.2 - Allow private student data to be unprotected.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

c. EL 2.2.3 - Unfairly or inequitably identify and address student behavior violations.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

d. EL 2.2.4 - Hire paid personnel without first completing an appropriate background violations.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

e. EL 2.2.5 - Allow any volunteer unsupervised time with students without first completing an appropriate background check.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

f. EL 2.2.6 - Neglect to assure an equitable system for access to academic programming.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

g. EL 2.2.7 - Allow students to be uninformed of their protections under this policy.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

h. EL 2.2.8 - Neglect to assure that all allegations of student maltreatment are handled in a timely manner.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

i. EL 2.2.9 - Neglect to provide adequate minimum eating times and access to school meals for students.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

j. EL 2.2.10 - Neglect to provide adequate minimum time and access to recess for elementary students.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

3) EL 2.7 Asset Protection **(Action)**

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The Superintendent shall not cause or allow district assets to be unprotected, inadequately maintained, inappropriately used, or unnecessarily risked.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

a. 2.7.1 - Develop a facilities construction renovation and maintenance plan that is not part of a comprehensive rolling five-year plan.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

b. 2.7.2 - Fail to insure against theft and casualty losses at 100 percent of replacement value and against liability losses to School Board members, staff, and the district itself in an amount greater than the average for comparable districts.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

c. 2.7.3 - Subject facilities and equipment to improper wear and tear or insufficient maintenance.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

d. 2.7.4 - Allow external guests or user groups access to the facilities or assets without procedures in place to protect district concerns.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

e. 2.7.5 - Unnecessarily expose the district, its School Board, or its staff to claims of liability.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

f. 2.7.6 - Endanger the district's public image, its credibility, or its ability to accomplish ends.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

g. 2.7.7 - Allow uninsured personnel access to material amounts of funds.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

h. 2.7.8 - Receive, process, or disburse funds under controls that are insufficient to meet the School Board-appointed auditor's standards.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

i. 2.7.9 - Compromise the independence of the School Board's audit or other external monitoring or advice.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

j. 2.7.10 - Substantially change the principal educational purpose of a school by closing, repurposing, consolidating, combining or creating new or choice destination schools without School Board approval.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

k. 2.7.11- Allow anyone other than the School Board to name facilities, schools, classrooms, or spaces within the district.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

l. 2.7.12 - Eliminate any non-state-required programs that would adversely affect our reputation and/or diminish the value of our broad-based educational opportunities without School Board approval.

OI Motion _____ **Seconded** _____

Evidence Motion _____ **Seconded** _____

D. Record of Board Self-Evaluation **(Action)**

1) 2022-23 Record of Board Policy Monitoring - *Governance Policies* 62

2) 2022-23 Record of Board Policy Monitoring - *Executive Limitations* 68

3) 2022-23 Record of Board Policy Monitoring - *Ends (Action)* 69

Motion _____ **Seconded** _____

8. Superintendent Consent Agenda: 7:30 PM (Action)

Management items the Board would not act upon in Policy Governance, but require Board approval from outside entities.

Motion _____ **Seconded** _____

A. Monthly Reports

1) Resolution of Acceptance of Donations 72

2) Human Resources Report 73

3) Business Services Reports

a. Board Business 78

B. Executive Summary - Student Handbooks Updates/Revisions for: 79

- Elementary Schools
- Central Middle School
- High School
- EP Online - Elementary
- EP Online - Secondary

C. Approval of Updated District Policies - See Appendix "A" (*Individual Detail Listing of Policies*)

- 1) District Policies: August 2023 Memo to Board
- 2) District Policy 102 Equal Educational opportunity
- 3) District Policy 406 Public & Private Personnel Data
- 4) District Policy 418 Drug-Free Workplace/Drug Free School
- 5) District Policy 419 Tobacco-Free Environment
- 6) District Policy 504 Student Appearance
- 7) District Policy 506 Student Discipline
 - a. District Policy 506 (DCPF) - Discipline Complaint Procedure and Form
- 8) District Policy 507 Corporal Punishment and Prone Restraint
- 9) District Policy 509 Enrollment of Nonresident Students
- 10) District Policy 513 Student Promotion, Retention, and Program Design
- 11) District Policy 514 Bullying Prohibition Policy
- 12) District Policy 516.5 Overdose Medication *(New)*
- 13) District Policy 532 Use of Peace Officers and Crisis Teams
- 14) District Policy 534 School Meals Policy
- 15) District Policy 601 School District Curriculum and Instruction Goals
- 16) District Policy 602 Organization of School Calendar and School Day
- 17) District Policy 603 Curriculum Development
- 18) District Policy 604 Instructional Curriculum
- 19) District Policy 613 Graduation Requirements
- 20) District Policy 616 School District System Accountability
- 21) District Policy 620 Credit for Learning
- 22) District Policy 621 Literacy and the Read Act *(New)*
- 23) District Policy 708 Transportation of Nonpublic School Students
- 24) District Policy 709 Student Transportation Safety Policy
- 25) District Policy 721 Uniform Grant Guidance Policy Regarding Federal Revenue Resources
- 26) District Policy 806 Crisis Management Policy

9. Superintendent's Incidental Information Report: 7:35 PM (Information)

Incidental Information is considered as "nice to know" information regarding district business. Monitoring and decision-making information are handled elsewhere on the agenda. These items are not open for debate, but rather for awareness and understanding. (Supports EL 2.9 in general and 2.9.6 specifically)

- A. 100-Year Celebration 124

10. Board Education & Required Reporting (No Information)

11. Board Action on Committee Reports & Minutes: 7:45 PM (Action)

- A. Board Development Committee *(Action)*
 - 1) 07.25.23 Committee Minutes 139
Motion _____ Seconded _____
 - 2) 06.30.23 Committee Minutes 140
Motion _____ Seconded _____

- B. Community Linkage Committee

C. Negotiations Committee

D. Policy Committee

12. **Other Board Updates (AMSD, BrightWorks, ISD 287 & MSHSL): 8:05 PM (Information)**

A. AMSD (Association of Metropolitan Schools) - *Abby Libsack*

B. BrightWorks (formerly ECSU) - *Dennis Stubbs*

C. ISD 287 (Intermediate School District 287) - *Kim Ross*

D. MSHSL (Minnesota State High School League) - *Dennis Stubbs*

13. **Board Work Plan: 8:10 PM (Action)**

A. Work Plan "Changes" Document (Action) 141

Motion _____ Seconded _____

B. 2023-24 Board Annual Work Plan (Information) 142

14. **Closed Session - Purchase or Sale of Property (MN Stat.13D.05, Subd 3(c): 8:15 PM (Action)**

The school board may close a meeting to determine the asking or offering price, to review confidential or protected nonpublic appraisal data, or to develop or consider offers for buying or selling property.

Motion by _____, Seconded by _____ to move into Closed Session at _____ PM

Motion by _____, Seconded by _____ to move out of Closed Session and the resume regular Business Meeting at _____ PM

A. Property 1: 11902 & 11840 Valley View Road, Eden Prairie MN 55344

B. Property 2: 10125 Crosstown Circle, Eden Prairie MN 55344

15. **Adjournment: (Action)**

Motion _____ Seconded _____ to adjourn meeting at _____ PM

16. **Appendix "A" (Reference Item 8,B)**

A. District Policy 102 154

B. District Policy 406 156

C. District Policy 418 166

D. District Policy 419 172

E. District Policy 504 176

F. District Policy 506 178

1) District Policy 506 (DCPF) 202

G. District Policy 507 205

H. District Policy 509 207

I. District Policy 513 212

J. District Policy 514 214

K. District Policy 516.5 (New) 225

L. District Policy 532 230

M. District Policy 534 235

N. District Policy 601 238

O. District Policy 602 244

P. District Policy 603 246

Q. District Policy 604 248

R. District Policy 613 253

S. District Policy 616	258
T. District Policy 620	261
U. District Policy 621 (<i>New</i>)	268
V. District Policy 708	278
W. District Policy 709	282
X. District Policy 721	302
Y. District Policy 806	320

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE JUNE 26, 2023
SCHOOL BOARD MEETING

A Regular Meeting of the Independent School District 272, Eden Prairie Schools, was held on June 26, 2023, in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

1. Convene: 6:00 PM School Board Members:

Present: Steve Bartz, Aaron Casper, Debjyoti "DD" Dwivedy, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs

Present: Superintendent Josh Swanson

2. Pledge of Allegiance

3. Agenda Review and Approval – Motion by K. Ross, **Seconded** by S. Bartz to approve the agenda for the Monday, June 26, 2023, meeting of the School Board of Independent School District 272, Eden Prairie Schools.

4. Approval of Previous Minutes – Motion by A. Casper, **Seconded** by D. Stubbs to approve the UNOFFICIAL Minutes of the School Board Regular Business Meetings on May 22, 2023, the Brief Business Meeting on June 12, 2023, and the Workshop Notes for June 12, 2023 – Passed Unanimously

5. Spotlight on Success – CMS Gives Back - Service Learning (Via Zoom)

6. Public Comment (2) – iPads (AT & JPT)

7. Announcements

The end of the year always brings exciting recognitions for our Eagles - so there's plenty of Eagle Excellence to share with you tonight!

- **EHSI fourth Grader finds Art Club** - Discovering interests helps students feel inspired every day — and at Eagle Heights Spanish Immersion, one scholar is helping her classmates do just that! **Congratulations** to Olive Myrland, an EHSI fourth grader, who founded the school's first ever Art Club this year to spread her love of fine art. Now, 15 students meet after school to get creative and explore their passions together!
- In a time of increasing online threats, cybersecurity is more important than ever. Luckily, Eagles students are leading the way! 5 EPHS students (Bilal Ahmed, Jasmine Garry, Zachary Kirkeby, Anjali Marella and Lisa Thayil who recently competed against over 40,000 students to solve real-world cybersecurity problems. In recognition of their outstanding performance in this program, the National Cyber Scholarship Foundation awarded each of the students an invitation to participate in a prestigious multi-week online cybersecurity training valued at more than \$3,000.

Congratulations to our National Cyber Scholars, we're so proud to say that more than 40% of this year's Minnesota National Cyber Scholars are Eagles!

- Each year, about 1.5 million high schoolers nationwide enter the National Merit Scholarship Competition to earn scholarships and recognition. This year, 14 Eagles have progressed to Finalist status! **Congratulations** to the 12th graders, many of whom have received scholarships from the colleges they have selected for this fall:
 - Maanav Basnet
 - Srijani Datta
 - Amelia Dewberry
 - Avik Garg
 - Aniketh Hanagavadi
 - Adhiraiyan Kartheesan
 - Hinano Kazama
 - Aditya Kshirsagar
 - Shruthi Kundoor
 - Madison Lin
 - Erik Lundeen
 - Suchita Sah

- Darren Tanubrata, and
- Vivian Wang
- **Congratulations** to Amira Hasch, fourth grade teacher at Eden Lake Elementary who receives \$250 Scheels gift card. In May, we asked families to nominate their favorite teachers to receive a \$250 teacher appreciation gift card from Eden Prairie Scheels. The week before school ended, the company surprised fourth grade teacher Ms. Amira Hasch in her classroom at Eden Lake Elementary with stuffed animals for her students and some extra cash for her to spend this summer! I've read the notes our families shared about Ms. Hasch, and I will tell you, they are just incredible. We're so grateful for Amira's passion for inspiring each and extend a big thank you to Scheels for supporting our teachers!
- **Congratulations to Nikhill Andrew and Paige Trebil who received MSHSL ExCEL Award** – Each year, the Minnesota State High School League recognizes a select group of 11th grade students who are active in school activities, leaders in their schools, and who demonstrate a strong commitment to community service with the ExCEL (Excellence in Community, Education and Leadership) Award. This year, two of those students are Eagles! Congratulations to Nikhill Andrew and Paige Trebil, who will be recognized during the broadcast of the 2023 MSHSL winter tournaments and with an on-court ceremony at the girls basketball state tournament next March. We're so proud of these two Eagles!
- **Eden Prairie Schools receives national award for referendum communication** – Earlier this school year, our community voted to support student learning by revoking and replacing the district's operating levy and renewing our technology levy. To ensure Eden Prairie voters had enough information to make an informed decision, the district connected with our community in a multitude of ways, including banners, flyers, Town Halls, and mailers. **Early this month, the National School Public Relations Association named Eden Prairie Schools as a winner of the Gold Medallion, NSPRA's highest honor for superior school public relations programs and campaigns grounded in strategic communication best practices.** Eden Prairie Schools was chosen as one of eight overall winners out of 66 applicants. We're proud to have earned such a prestigious honor and grateful for the support of our community!
- AVID, which stands for Advancement Via Individual Determination, is a 7-12th grade cohort program that supports students with academic and personal skill development as well as college and career readiness. **Congratulations to the class of 2023, which was our largest AVID graduating class so far, with 42 students!** The class has been awarded countless merit scholarships to support them in pursuit of their postsecondary degrees.
- **And, on the topic of graduation**, now here was Eagle Excellence on fuller display than at our Commencement ceremony on June 8. It was a wonderful chance to celebrate the achievements of all of our graduates — in the classroom, in their athletics and activities, and in the community. We are so proud of each of our grads and can't wait to see where their journeys take them as our newest Eden Prairie Schools alumni.

8. Board Work

- A. Decision Preparation
- B. Required Board Action
 - 1) Naming of the Mobile Classroom – **Motion** by A. Casper, **Seconded** by D. Dwivedy to approve as presented
Passed Unanimously
 - a. Executive Summary
- C. Approval of FY 2023-24 Adopted Budget – **Motion** by A. Casper, **Seconded** by K. Ross to approve as presented –
Passed Unanimously
 - a. Executive Summary
 - b. Budget Presentation
 - c. Budget Report
- 2) ISD 287 10-Year Facilities Maintenance Resolution
 - a. Executive Summary
 - b. LTFM Expenditure Application

c. Resolution - *Roll Call*

Motion by A. Libsack, **Seconded** by A. Casper to approve resolution as presented – Passed 7-0;
Yes – (AC, DD, SB, CS, KR, AL, DS)

D. Policy Monitoring

1) 2022-2023 Ends 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Operational Interpretation (OI) & Measurement Plan

a. Ends 1.1 OI and Measurement Plan

Motion by K. Ross, **Seconded** by A. Casper, the OI is reasonable – Passed Unanimously

Motion by K. Ross, **Seconded** by A. Casper, the Measurement Plan and the evidence presented as part of the Measurement Plan supports the OI – Passed Unanimously

b. Ends 1.2 OI and Measurement Plan

Motion by A. Casper, **Seconded** by D. Dwivedy, the OI is reasonable – Passed Unanimously

Motion by K. Ross, **Seconded** A. Casper, the evidence reflected in the Measurement Plan supports the OI – Passed Unanimously

c. Ends 1.3 OI and Measurement Plan

Motion by D. Stubbs, **Seconded** by S. Bartz, the OI is reasonable – Passed Unanimously

Motion by S. Bartz, **Seconded** by A. Casper, the evidence presented as described in the Measurement Plan supports the OI – Passed 6-1 (Yes-6: SB, AC, DD, AL, KR, DS; No-1: CJ)

d. Ends 1.4 OI and Measurement Plan

Motion by C. Strehl, **Seconded** by S. Bartz, the OI is reasonable – Passed Unanimously

Motion by S. Bartz, **Seconded** by K. Ross, the evidence presented as described in the Measurement Plan supports the OI – Passed Unanimously

e. Ends 1.5 OI and Measurement Plan

Motion by C. Strehl, **Seconded** by D. Stubbs, the OI is reasonable – Passed Unanimously

Motion by A. Libsack; **Seconded** by D. Stubbs that the evidence described in the Measurement Plan Supports the OI – Passed Unanimously

f. Ends 1.6 OI and Measurement Plan

Motion by K. Ross, **Seconded** by A. Casper, the OI is reasonable – Passed Unanimously

Motion by K. Ross, **Seconded** by A. Casper, the evidence as presented in the Measurement Plan supports the OI – Passed 4-3 (Yes-4: AC, DD, AL, KR; No-3; CJ, DS, SB)

E. Record of Board Self-Evaluation - *No Updates*

1) 2022-23 Record of Board Policy Monitoring - Governance Policies

2) 2022-23 Record of Board Policy Monitoring - Governance Policies

3) 2022-23 Record of Board Policy Monitoring - Ends & Executive Limitations (EL's)

9. **Superintendent Consent Agenda – Motion** by K. Ross, **Seconded** by A. Casper to approve the Consent Agenda with the exception of item #9C to be removed – Passed Unanimously

A. Release of Probationary Teachers

B. Monthly Reports

1) Resolution of Acceptance of Donations

2) Human Resources Report

3) Business Services Reports

a. Board Business

b. Financial Report - Monthly Revenue/Expenditure Report

~~C. 2023-24 School Meal Prices~~

D. Metro South Consortium Agreement

1) 2023 Joint Powers Agreement for the Learning Exchange Consortium

2) 2023 Joint Powers Agreement for the Metro South Adult Basic Education Consortium

E. Q-Comp Annual Report

F. Annual Review of District Mandated Policies

10. **2023-24 School Meal Prices – Motion** by A. Casper, **Seconded** by K. Ross to approve as presented – Passed 5-2;

Yes – 5 (AC, AL, CJ, AL, KR); No – 2 (DD, DS)

11. Superintendent's Incidental Information Report

A. 2023-2028 Strategic Plan

Motion by S. Bartz, **Seconded** by A. Casper to recess at 8:27 p.m. – Passed Unanimously; meeting resumed at 8:52 p.m.

12. Board Action on Committee Reports & Minutes

A. Board Development Committee

B. Community Linkage Committee

1) CLC Minutes for June 21, 2023 – **Motion** by A. Libsack, **Seconded** by D. Dwividy to approve minutes as presented – Passed Unanimously

2) Inspiring News Article - *September 2023*

C. Negotiations Committee

D. Policy Committee

1) ENDS Policy Monitoring Process with Flow Chart Updated

13. Other Board Updates

A. AMSD (Association of Metropolitan Schools) – *Josh Swanson*

B. ISD 287 (Intermediate School District 287) - *Kim Ross*

C. ECSU (Metropolitan Educational Cooperative Service Unit) – *n/a*

D. MSHSL (Minnesota State High School League) - *Dennis Stubbs*

14. Board Work Plan

A. Work Plan Changes Document – **Motion** by A. Casper, **Seconded** by A. Libsack to approve as presented – Passed Unanimously

**Eden Prairie School Board
2022–23 WORK PLAN CHANGES
“Proposed” Changes
June 26, 2023**

Date of Meeting/Workshop	Changes Requested
Monday, July 24, 2023 (7:30 a.m.)	
Tuesday, August 15, 2023 (5:00 p.m., City Center)	- Add: Joint Meeting – Eden Prairie School Board & Eden Prairie City Council
Monday, August 28, 2023	
Monday, September 11, 2023 – Workshop	- Add: Discussion on Digital Citizenship
Monday, September 25, 2023	
Monday, October 9, 2023 – Workshop	
Monday, October 23, 2023	
Monday, November 13, 2023 – Workshop	
Monday, November 27, 2023	
Monday, December 11, 2023	
Placeholder – General Board Work	
<ul style="list-style-type: none"> • Baseline A-I Discussion 	
Placeholder – Policy Review	

B. 2023-24 School Board Annual Work Plan (*For Reference*)

15. Adjournment – **Motion** by S. Bartz, **Seconded** by D. Stubbs to adjourn at 9:28 PM – Passed Unanimously



Abby Libsack – Board Clerk

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE JULY 24, 2023
SCHOOL BOARD MEETING

A Regular Meeting of the Independent School District 272, Eden Prairie Schools, was held on July 24, 2023, in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

1. Convene - 7:32 AM School Board Members:

Present: Steve Bartz, Aaron Casper, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs

Not Present: Board Member Debjyoti "DD" Dwivedy; Attended meeting remotely from Augusta, GA 30909 at 7:41 AM

Present: Superintendent Josh Swanson

2. Agenda Review and Approval – Motion by K. Ross, **Seconded** by C. Strehl to approve the agenda for Monday, July 24, 2023, meeting of the School Board of Independent School District 272, Eden Prairie Schools – Passed 6-0

3. Superintendent Consent Agenda – Motion by K. Ross, **Seconded** by D. Stubbs to approve the Consent Agenda as presented with the exception of removing item #3C, 3 and 4 – Passed 6-0

A. EPS 10-Year Facilities Maintenance Plan

1. Executive Summary
2. Long Term Facility Maintenance (LTFM) 10-Year Expenditure Application
3. Long Term Facility Maintenance (LTFM) 10-Year Revenue Projection

B. Human Resources Report

C. 2023-2024 Student Handbooks

1. 2023-24 Summary Detail Changes of School Handbooks
2. TASSEL Students
- ~~3. Eden Prairie High School Students~~
- ~~4. CMS Students~~
5. Elementary Schools Students
6. EP Online Students - Secondary (6-12)
7. EP Online Students - Elementary (K-5)

4. 2023-2024 Student Handbooks – Motion by A. Casper, **Seconded** by K. Ross to approve EPHS & CMS Student Handbooks as presented – Passed 7-0; Yes-7 (KR, AL, AC, DD, CS, SB, DS); NO-0

1. Eden Prairie High School Students
2. CMS Students

5. Board Action on Committee Reports & Minutes:

A. Community Linkage Committee

1. Inspiring News Article for September 2023 – **Motion** by S. Bartz, **Seconded** by D. Stubbs to approve as presented – Passed 7-0; Yes-7 (KR, AL, AC, DD, CS, SB, DS); NO-0

6. Adjournment – Motion by S. Bartz, **Seconded** by A. Casper to adjourn meeting at 7:47 AM, Passed 7-0; Yes-7 (KR, AL, AC, DD, CS, SB, DS); NO-0

Abby Libsack – Board Clerk

**Eden Prairie School District 272
Superintendent Monitoring Report**

Policy Name: EL 2.1 Emergency Superintendent Succession	Monitoring Time Frame: July 1, 2021 - June 30, 2022 July 1, 2022 - June 30, 2023	<p align="center">Policy Monitoring Column FOR BOARD USE ONLY</p> <p>Board Policy Monitoring Motions:</p> <ul style="list-style-type: none"> ● Operational Interpretation is/is not reasonable ● Board does/does not accept the Superintendent’s assertion of compliance/non-compliance
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: August 22, 2022 August 28, 2023	

Global Constraint:

To protect the Board from sudden loss of Superintendent services, the Superintendent shall not permit there to be fewer than two other staff members sufficiently familiar with Board and Superintendent issues and processes who would be able to take over with reasonable proficiency as an interim successor.

Operational Interpretation:

1. It is my interpretation that the Board requires a proactive plan that assures uninterrupted leadership of the organization due to a planned or unplanned short-term absence by the Superintendent.
 - a. “Short Term” may be interpreted to be as little as one (1) day to as many as thirty (30) workdays to provide time for the board to make appropriate arrangements.
 - b. In the event of an unplanned or planned absence, the Superintendent or his/her Assistant shall notify the Chair of the School Board.

2. It is appropriate that a line of succession be established with licensure, knowledge, and experience as the expected qualifications. The following persons and positions are designated to assume District leadership as the “Acting” Superintendent (in the order indicated) on behalf of the Superintendent in his/her anticipated or unanticipated absence.
 - a. Associate Superintendent of Academics and Innovation*
 - b. Executive Director of Community Education*
 - c. [Executive Director of Personalized Learning](#)

- ~~d. Senior Director of Student Support Services*~~
 - e. Executive Director of Business Services
 - f. Executive Director of Human Resources
 - g. Executive Director of Marketing and Communications
- *Position Description Requires a Minnesota District Superintendent License or person currently holding the position is Licensed as a District Superintendent in Minnesota.*

Justification:

1. MN Statute 123B.143 SUPERINTENDENT. Subdivision 1.
Contract; duties. All districts maintaining a classified secondary school must employ a superintendent who shall be an ex officio non-voting member of the school board.
 - a. The succession list (#2 above) contains at least two current administrators with District Superintendent certification.

2. The Associate Superintendent, executive directors and senior directors are knowledgeable of all major district processes.
 - a. These major processes are; educational programs, community education, family education, business services, technology, food services, facilities, human resources, communication and transportation. They are knowledgeable due to weekly cabinet meetings routinely held throughout the year. These meetings consist of regular discussion, problem solving, and decision making, communication or strategic planning for all major processes within the system.

3. The Associate Superintendent, executive directors and senior directors are knowledgeable regarding Eden Prairie school governance and able to follow the correct process for communication and implementation with the board.
 - a. All members of the Superintendent's cabinet are involved in writing the policies and are familiar with all Ends, Executive Limitations, Board Management Delegation and Governance Process Policies. They are also active in writing and reporting on all Monitoring Reports. The superintendent's cabinet members work in partnership with the board governance subcommittee.

4. The Associate Superintendent, executive directors and senior directors are fully trained and licensed in their respective fields and have extensive leadership, supervision and organizational development experience.
 - a. Degrees, licensure or training for these staff members is available upon request.

5. The members of the Superintendent's cabinet are fully trained to activate and lead the District Crisis Center (DCC).

<p>a. The Superintendent’s cabinet and their immediate subordinates have participated in the development of the plan itself and have participated in emergency planning exercises and drills. They have participated in debrief sessions following the drills.</p>	
<p>Measurement Plan:</p> <ol style="list-style-type: none"> 1. The School Board will review EL 2.1 annually. 2. If enacted, the effectiveness of this plan will be reviewed in debrief fashion by the School Board Chair and Vice Chair and findings reported to the Board. 	
<p>Evidence:</p> <ol style="list-style-type: none"> 1. The school board has reviewed 2.1 annually. 2. The succession plan was not enacted during the time of monitoring. 	
<p>Statement of Assertion:</p> <p>EL 2.1 is reasonable and is in compliance.</p>	
<p>School Board Member’s Notes/Comments:</p>	

**Eden Prairie School District 272
Superintendent Monitoring Report**

Policy Name: EL 2.2 Treatment of Students	Monitoring Time Frame: July 1, 2021 - June 30, 2022 July 1, 2022 - June 30, 2023	Policy Monitoring Column FOR BOARD USE ONLY Board Policy Monitoring Motions: <ul style="list-style-type: none"> ● Operational Interpretation is/is not reasonable ● Board does/does not accept the Superintendent's assertion of compliance/non-compliance
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: August 22, 2022 August 28, 2023	



<p><u>Global Constraint:</u> The Superintendent shall not cause or allow an educational environment that is unsafe, unwelcoming, inequitable, disrespectful, unnecessarily intrusive, or that otherwise inhibits the effective learning needs of each student.</p>	15
<p><u>Operational Interpretation:</u> I interpret compliance with the global policy to mean that all ten (10) child policies are in compliance.</p> <p>Furthermore: Covid-19 continued to have a large impact on the 2021-22 school year. It impacted operations, teaching and learning, physical health, mental health, and created an environment that reduced stability for families and students. It has changed our work in many ways creating a much more dynamic environment and requiring schools across our region, state, and country to be both professionally proactive and responsive across areas defined within the global restraint. Professionally proactive and responsive mean that in a very dynamic and changing environment that staff (bus drivers, nurses, teachers, support staff, administrators, etc...) are using proactive</p>	

~~strategies and have policies and procedures to rely upon to address Covid-19, but that they can also use professional judgment to ensure environments are safe, welcoming, equitable, respectful, and meet the learning needs of students. Many of those are addressed in the child policies, but because of COVID-19 it is important to look specifically at how adapting policies and practices to maintain safe and welcoming environments were maintained. During the reporting period that meant continually monitoring and adjusting learning environments and practices to minimize the impacts of COVID-19 within our control on health (physical, mental, and social) while also continuously holding a focus on learning. This is important because we know schools provide critical resources for many of our students across each of these areas and continuous learning is critical for students to thrive.~~

~~The additional information and evidence in this interpretation is necessary in this overarching global policy and also had impact within many of the child policies/provisions. The data presented from the 2021-22 school year will not reflect that of any other year of COVID response or years previous to COVID because the context is so vastly different. This is true of schools in our region, state, and across the country and reflects the unique anomaly of stress that students and families experienced during this time period, the care with which staff responded, the unique circumstances that staff and students faced, and the human experience of COVID the people went through.~~

Justification:

MSBA recommends that the District reviews on an annual or 3 year cycle as appropriate per statute, approves or revises if necessary, disseminates, and enforces the following District Policies that are intended to create and support a safe learning environment.

~~MDH and the CDC continued to change recommendations and requirements throughout the 2021-22 School year including updates to policies and practices within school districts. Research and publications are now emerging~~ [continue to emerge](#) ~~in the literature that document the impact of COVID on students' sense of connectedness~~ feeling connected, levels of stress, impacts of the pandemic on behavior and discipline, increased supports necessary for mental health, negative impacts on students who missed instruction or school, and the challenges that schools faced to balance those needs.

<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. District Policies required by state statute (otherwise known as Mandatory Policies) shall be reviewed and updated by the Superintendent on an annual basis. 2. District Policies that are recommended by MSBA or developed locally shall be reviewed and/or updated upon notice of change by MSBA, or at least every three years. 3. Information was continuously shared with leaders, staff, students, and families regarding updated policies or practices regarding COVID. 4. Maximizing in-person learning opportunities and choice for families to respond effectively to COVID. 5. Increasing staffing and resources to the extent possible to support students in a dynamic time. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. On June July 28²⁵, 2021 2021 2022 all mandatory policies were approved by the School Board for the 2021-22 2022-2023 school year. During the monitoring period 13 12 district policies were updated after review by the Superintendent and cabinet. All 13 12 district policies were approved by the School Board. 2. Cabinet members conducted a full review of all recommended policy changes by MSBA during the summer of 2021 2022 and if necessary contacted the legal council for review. The superintendent then reviewed all policies and found that they were reviewed or updated within the three year review cycle with the full review of all policies being conducted in 2019. 3. The school board received information continuously throughout the fall and winter of 2021-22, and periodically throughout the spring of 2022 regarding monitoring, mitigation effort shifts connected to MDH or CDC guidance, vaccine eligibility updates, and recommended mitigation layers connected with our policies and practices. Our policies and practices followed the philosophy and decision making framework presented to the board by the superintendent August 23, 2021. That included: <p style="margin-left: 40px;">I acknowledge and am considering the tensions that exist and then working to make balanced decisions:</p> <ul style="list-style-type: none"> ● Honor family involvement, voice, and choice when possible; ● Operate in the least restrictive environment possible that also keeps students in school “in-person”; ● Utilize our incident command team and hear from our administrators and staff who have to operationalize decisions; ● Design for flexibility and prepare for change; ● Continue to prioritize student learning and impacts of various mitigation strategies on 	17

achieving the Ends;

- Review guidance, but also consider local information and not just statewide or nationwide information;
- Continuously monitor and adjust as things change; and
- Utilize a balanced assessment as we are still learning. There is not an automatic trigger to change mitigation layers, but instead it is necessary to conduct a holistic assessment.

This also included updates and recommendations that utilized the skills, experience, and expertise of the incident command team to align and communicate district practices, processes, and procedures. Changes that were made were communicated through multiple mediums including but not limited to: internal communication with leaders, departments, teams, and staff; the Staff Post; internal meetings with staff at the district, site, and team level; school newsletters and family communications by Principals and Covid Coordinators; Parent Post messages sent at the district level; public meetings and presentations.

Our communication marks in our random sample community survey completed by Morris Leatherman Company were at a three year high point during a time where many decisions and changes impacted families and the community.

4. As a result of this ongoing work Eden Prairie Schools maximized in person learning while allowing for parent choice. EP Online, an MDE approved comprehensive online learning provider created an option for families to remain in an online education environment. The district provided numerous opportunities for families to make changes to their choices to ensure the family was empowered to maintain a safe and healthy educational environment that they desired. The EP district was the only district of those that border us to not require closure of a bricks and mortar school, grade band, or the entire district during the 2021-22 school year. This maximized the opportunity for students and families to continue to access the wrap around services we provide (examples include: social workers, mental health supports, childcare, nutrition services, language supports, pre-school programming, family education, etc....) along with the high quality comprehensive K-12 education provided by our staff.
5. Additional mental health resources were allocated in fall of 2021 and were hired in winter/spring 2022. Additional site substitute teaching allocations by site were added in December/January 2021-2022 and wages increased during a constrained time period to attract and retain classroom support for students and to support staff during this very dynamic time. Reading supports were allocated and hired to support academics. Additional site level administration was increased to support students and staff at CMS. Contracts were designed with flexibility to support student needs outside of normal job descriptions. Administrators and other staff were re-assigned to support students and operational efforts to ensure the health, safety, and learning needs of students were supported during times of staff shortages due to COVID.

<p>Continuous observation and work to maintain support for students and staff were communicated to the school board throughout 2021-22 as proactive and reactive measures were taken to support student and staff needs. I want to acknowledge the tremendous work by staff across the district in every role to be flexible, caring, supportive of students, and their all-hands-on-deck approach that kept our schools and services open for students to maintain safe and healthy environments in an unprecedented time.</p>	
<p><u>Statement of Assertion:</u> EL 2.2 is reasonable and in compliance.</p>	
<p>2.2.1 Furthermore, the Superintendent shall not: Allow students to be unprotected against violence or harassment.</p>	
<p><u>Operational Interpretation:</u> Fostering positive, meaningful relationships between staff and students and promoting welcoming learning environments are critical components of a safe school. One hundred percent compliance with this expectation is the district’s goal; however, it is not realistic that all instances of harassment or violence will be mitigated throughout any district during a calendar year. Policy provides protection through a framework of thoughtful prevention and response.</p> <ol style="list-style-type: none"> 1. I interpret “shall not allow students to be unprotected against violence” to mean the school district will put in place a crisis management policy, plan and team. The team will work proactively to ensure that acts of violence will be mitigated on school property or during school sponsored events and have an appropriate response(s) planned in the event that something occurs. 2. I interpret “shall not allow students to be unprotected against harassment” to mean the school district will proactively create a learning environment that is inclusive of all members of the school community and that will not intentionally or unintentionally have biases based on race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability to secure freedom from discrimination in education because of race, color, creed, religion, national origin, sex, gender identity, marital status, disability, status with regard to public assistance, sexual orientation, and age. 	<p>19</p>

<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. State law (Minn. Stat. § 121A.035) requests that school districts adopt a crisis management policy that addresses potential violent crisis situations in the school district. District Policy 806: Crisis Management Policy complies with that statutory requirement. 2. State law (Minn. Stat. § 121A.03) requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms with the Minnesota Human Rights Act, Minn. Stat. Ch. 363A (MHRA). District Policy 413: Harassment and Violence complies with that statutory requirement and addresses the classifications protected by the MHRA and/or federal law. 	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. Systemic efforts are in place to mitigate incidents, as they relate to crisis and response preparation to comply with Policy 806 in the school setting. 2. Systemic efforts to mitigate incidents related to harassment and violence in the school setting and to comply with Policy 413 shall be reported. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. Systemic and proactive efforts to mitigate incidents related to crisis management in the school setting took place throughout the monitoring period. <ol style="list-style-type: none"> a. Each school site administers five fire drills, five lockdown drills, and one take shelter drill each year. b. Each school site has an emergency response team that regularly meets to review site procedures and debrief incidents that occur. c. The District contracts with the Eden Prairie Police Department for School Resource Officers to further enforce and provide security within our school buildings and at selected school events. d. The Administrative Leadership Team participated in annual training in partnership with the Eden Prairie Police and Fire Departments in August 2021 2022 and September 2022. e. The administrative team and crisis teams debrief incidents that occur to improve upon our crisis management practices. In addition, at times we review elements with the board in closed sessions so the board is aware of our response plans, practices, and learnings as we continuously improve. 	20
<ol style="list-style-type: none"> 2. Systemic and proactive efforts to mitigate incidents related to harassment and violence in the school 	

setting also took place throughout the monitoring period.

- a. Student handbooks approved by the School Board on ~~June 28, 2021 and July 26, 2021~~ **July 25, 2022** included the district policies on violence harassment and the consequences for failure to abide by the prohibitions as listed.
- b. We follow the triennial legislative requirement for all staff to participate in a training to ensure understanding of the Safe & Supportive Schools Act, **the Eden Prairie Schools** Bullying Prevention Policy, and relevant strategies to support student behavior in all of our buildings and settings.
- c. Principals, Associate Principals, Deans, staff, and security personnel provide student supervision and take appropriate actions when student behavior is contrary to Policy 506 Student Behavior and/or the Student Handbook.
- d. The human resources department provides training on how to recognize and report sexual, racial, and religious harassment and violence to all new employees within thirty (30) days of their hire date. In addition to the new hire training, the transportation and buildings/grounds staff are re-trained annually (spring/summer).
- e. All school sites have participated in the MDE-supported Positive Behavior Interventions and Supports (PBIS) training. A plan is in place to support ongoing implementation of this framework in all **Eden Prairie Schools school sites**. ~~P schools~~. PBIS is a research-based framework to strengthen the climate and culture by proactively teaching school expectations of the school community, reinforcing positive behaviors, emphasizing relationship development, and being responsive to negative behaviors. These elements have been shown to support successful school interactions for all students and reduce undesired behavior. Strategies within this framework are selected and implemented based on observed student needs and are modified as needs evolve. These proactive, research-based steps are designed to eliminate incidents of harassment or violence.
- f. Throughout the ~~20201-20212~~ **2022-2023** school year, site teams have focused on restorative practices to proactively build relationships and to responsively address inappropriate behaviors, while being attentive to the unique needs students faced ~~during~~ **after** the COVID-19

pandemic and distance learning. This work supports a sense of psychological safety at school, addresses accountability for harm done, and re-builds community for all involved.	
Statement of Assertion: EL 2.2.1 is reasonable and in compliance.	

2.2.2 Furthermore, the Superintendent shall not: Allow private student data to be unprotected.

Operational Interpretation:

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder. (District Policy 515: Protection and Privacy of Pupil Records)

Because much of our student data is housed inside technological systems, the district applies industry standard practices to assure students data is reasonably protected. [In addition, the district follows applicable MN law regarding data privacy agreements with third-party vendors when student data is involved.](#)

Justification:

The procedures and policies regarding the protection and privacy of parents and students as provided in District Policy 515: Protection and Privacy of Pupil Records are adopted by the school district, pursuant to the requirements of 20 U.S.C. § 1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and Minn. Rules Parts 1205.0100-1205.2000.

Measurement Plan:

1. The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:
 - a. That the parent or eligible student has a right to inspect and review the student’s education record and the procedure for inspecting and reviewing education records;
 - b. That the parent or eligible student has a right to seek amendment of the student’s education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights and the procedure for requesting amendment of records;
 - c. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
 - d. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
 - e. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
 - f. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student’s enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student’s history of violent behavior.
 - g. The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English, and shall provide for the need to effectively notify parents or eligible students identified as disabled.
2. Any instances of non-compliance found to be valid through a third-party official government agency will be reported.
3. Technological safeguards are in place to protect student data that are aligned with industry standards **and state law.**

Evidence:

1. The school district provided parents and eligible students currently in attendance an annual notice of their rights (per the measurement plan) via the student handbooks distributed and/or accessible by each student at the beginning of the ~~2021-2022~~ **2022-2023** school year or upon later registration in the District, through the District and school websites, and **via the Annual Update process.** ~~the Parent Post e-newsletter.~~ That notice reflected the elements of a-g listed in the measurement plan. In addition, parents of ~~r~~-eligible students identified as disabled receive an annual notice of the procedural safeguards that clarify all due process rights including data privacy.
2. There were no instances indicating an outside governmental agency finding of non-compliance with the MN Student Data Privacy Act during the reporting period.
3. The technology department has internal procedures, processes, and controls in place to mitigate risk of security incidents. Procedures are guided by the National Institute of Standards and Technology (NIST) Cyber Security Framework (CSF), which has been widely adopted by both public and private sector organizations throughout the United States. The NIST CSF provides a framework for cybersecurity management, including asset identification, information and system protection, threat detection, incident response, and recovery. Our approach leverages NIST Special Publication 800-53, and the CIS Controls which provide a catalog of security and privacy controls for information systems and organizations. Some examples of current controls include:
 - a. Use of hardened baseline system configurations
 - b. Implementation of endpoint security tools (anti-virus, EDR, content filtering, secure web gateway, application control)
 - c. Security assessments against NIST standards and CIS controls
 - d. Monthly internal and external system vulnerability assessments (passive and credentialed)
 - e. Incident response plan with incident response playbooks for detailed procedures
 - f. System continuity plan/Disaster recovery plan
 - g. Data backup and retention in our primary data center, secondary data center, and archive to a cloud system for multiple recovery modes
 - h. SaaS backup system for cloud-based systems and data
 - i. Provide employee training on social engineering tactics (phishing, vishing, spoofing, etc.); Use phishing simulation to allow staff to practice their security awareness skills.

<p>In addition, the Technology Department reviewed all technology vendors’ Terms of Service and Privacy Policies to ensure they were in compliance with the Minnesota Student Data Privacy Act. If a vendor was not in compliance with this act, we entered into a data sharing agreement with the technology vendor for the duration of our partnership. In addition, the technology department <u>created a directory</u> accessible on our website and emailed to all families outlining who our technology vendors are, what the tool is used for, what student data is shared, the company’s terms of service and privacy policy, and the grade(s) in which the tool is used.</p>	
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<p><u>Statement of Assertion:</u> EL 2.2.2 is reasonable and in compliance.</p>	
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<p>2.2.3 Furthermore, the Superintendent shall not: Unfairly or inequitably identify and address student behavior violations.</p>	
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<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> 1. I interpret “shall not unfairly identify” student behavior violations to mean the District student discipline policy adequately describes those behaviors or actions for which any student could reasonably expect an appropriate and consistent official action from a school staff member or administrator. 2. I interpret “shall not inequitably address” to mean that there is a District expectation that administration and staff enforce the student discipline policy and apply it equitably and consistently to all students in response to the identified student conduct violation. This includes an expectation of consistency regarding the severity of the consequence, regardless of the student’s demographic designation. 3. Failure to fairly or equitably identify and address student behavior is referred to as “disproportionality”. 	<p>26</p>
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Justification:

1. District Policy 506 Student Discipline was adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.
2. Disproportionality: Suspension is associated with negative outcomes for society in general. Skiba and colleagues have found that suspension is applied disproportionately to students who are older, male, from low socio-economic background, are a racial/ethnic minority, or have been identified with a disability. Specifically, students of color are suspended more often, for less serious and more subjective behaviors, and with more serious consequences (Mendez & Knoff, 2003). Instead of supporting students with risk factors, suspension often increases the disparity between student groups.
“Disproportionate Minority Representation in Suspension and Expulsion in Minnesota Public Schools: A report from the Minnesota Department of Education.

Measurement Plan:

The Disciplinary Incident Reporting System (DIRS) enables both the Minnesota Department of Education and our school district to comply with state and federal reporting requirements. DIRS is a web-based, password-protected system through which all public-school districts must report disciplinary incidents that result in either suspension or expulsion.

Minnesota Statutes, section 121A.06, Subdivision 3, requires the Minnesota Department of Education (MDE) to annually report on disciplinary incidents, including incidents involving dangerous weapons, that occur in Minnesota public schools. Data for this report is obtained from MDE’s Disciplinary Incident Report System (DIRS).

1. Eden Prairie Schools submits its DIRS data each July to the Minnesota Department of Education. Longitudinal and current year data from this report shall be used in the monitoring report.
2. Intentional and research informed actions to prevent inequitable practices and responses to student behavior shall be reported during monitoring.
3. [Internal review/audit of events and consequences to ensure alignment of actions/consequences to handbooks/rules and inspect for disproportionality of response.](#)

Evidence:

1. The data included in this report is from the FY 2020 DIRS report to MDE
 - a. Number of expulsions in ~~2021-22~~ 2022-2023= 0 1 students
 - b. Out-of-School Suspensions by MDE demographic

During the 2022-2023 school year consequences to behavior incidents were applied appropriately and equitably according to the student handbook. We saw an uptick in the number of suspensions during the 2022-23 school year and percentage of the student body from 3.2% to 3.9%. When broken out by student groups we saw the percentage of suspensions remain relatively unchanged in the past two post-pandemic school years.

~~During the 2021-22 school year it is important to note that the impact of COVID, return to in-person learning, and unique circumstances make it very difficult to compare to previous years and required a great deal of adult support and intervention. This was witnessed across the nation, state, our metro region, and within our school district. This is noted in materials from MDHR, MDE, and studies emerging within the literature, but is evidence of response when inappropriate behaviors occurred as one part of corrective action.~~

Unique students with OSS incident(s) relative to total enrollment

Student Group	18-19		19-20*		20-21*		21-22		22-23	
	<i>176 students had one or more OSS incident out of 8,717 total students</i>		<i>102 students had one or more OSS incident out of 8,647 total students</i>		<i>29 students had one or more OSS incident out of 8,442 total students</i>		<i>284 students had one or more OSS incident out of 8,768 total students</i>		<i>350 students had one or more OSS incident out of 8,921 total students</i>	
	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body
Special Education	28%	10%	24%	10%	41%	10%	23%	11%	26%	12%
Asian	0%	14%	0%	15%	3%	15%	3%	14%	3%	13%
Black or African American	47%	15%	35%	15%	31%	16%	56%	17%	58%	19%
Hispanic/Latino	11%	9%	17%	9%	17%	9%	14%	9%	9%	9%
Two or more races	7%	6%	0%	6%	17%	6%	8%	7%	7%	7%
White	30%	57%	31%	55%	31%	54%	23%	52%	23%	50%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

*Notes years in which students schedules and learning models underwent significant changes due to the pandemic.

2. Intentional and Research Informed Actions: Administrators continued to review our rules and practices to work toward creating conditions that are culturally responsive so we do not see disproportionately. Examples last year included a review of the handbooks and updates to rules that could create differentials in consequences based on differences in culture, dress, or norms within communities. Throughout the year administrators proactively identified needs within and between groups of students and families where there was intentional work to create connections, spaces, partnerships, and positive outcomes within our Positive Behavior, and Intervention Supports framework PBIS. ~~receive and provide training in the Tools of Cultural Proficiency, part of a research informed framework to support culturally competent and equitable responses to students. This includes consideration of language barriers and cultural communication differences. Positive behavior interventions & supports is also a research informed framework that supports equitable practices.~~

These practices are intentionally designed to support social-emotional learning proactively and in response to challenging behavior. One component of these supports is restorative practices.

- a. Administration and site PBIS teams periodically reviewed discipline data, including ongoing monitoring of individual student needs to ensure interventions were effectively impacting each student's behavior.
- ~~b. Administrators continued to embed the Tools of Cultural proficiency into the planning for each district initiative.~~
- c. Building PBIS Teams engaged in action planning based on site data, which included restorative practices and explicit social emotional learning.

3. In addition this year, because we continue to saw disproportionate disciplinary outcomes we conducted an internal audit or review of the application of consequences to each of the suspension events. It was found that the handbook rules consequences were applied appropriately by the site administrators. Although the review would indicate compliance with this policy (the rules were fair and the consequences applied fairly), this disproportionality, particularly for our Black or African American students and students in special education, is an indicator that we need to continue to proactively work and evolve/innovate within our systems to meet the needs of each our students.

Statement of Assertion:
EL 2.2.3 is reasonable and in compliance.

<p>2.2.4 Furthermore, the Superintendent shall not: Hire paid personnel without first completing an appropriate background check.</p>	
<p><u>Operational Interpretation:</u> The purpose of Policy 404 Employment Background Checks is to maintain a safe educational environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district.</p>	
<p><u>Justification:</u> State Statute (123B.03) requires school districts to conduct criminal background checks on all employees.</p>	
<p><u>Measurement Plan:</u> Compliance is demonstrated by consistent application of Policy 404 Employment Background Checks.</p>	
<p><u>Evidence:</u> All paid personnel who were newly employed by the District during the reporting period completed an appropriate background check prior to hire.</p>	31
<p><u>Statement of Assertion:</u> EL 2.2.4 is reasonable and in compliance.</p>	

<p>2.2.5 Furthermore, the Superintendent shall not: Allow any volunteer unsupervised time with students without first completing an appropriate background check.</p>	
<p><u>Operational Interpretation:</u> Parent involvement is an important aspect of Eden Prairie Schools as it helps create a sense of community where our students, staff, parents, and community members work together to ensure the success of all students. Eden Prairie Schools offers many opportunities for parents and community members to be involved in our schools. To that end, the school district will seek a criminal history background check for all volunteers using the following criteria:</p> <ol style="list-style-type: none"> 1. Will the person have significant student contact (such as one-on-one contact with students, driving, and overnight field trips)? 2. Does the volunteer work require a significant amount of time alone with students with a low level of staff supervision (such as volunteer coaches or mentors)? 	
<p><u>Justification:</u> State Statute (123B.03) requires school districts to conduct criminal background checks on all employees, student activities staff, and student activities volunteers (with the exception of <i>enrolled</i> student volunteers).</p>	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. If the decision matrix listed above indicates that a background check is necessary, the background check process is required, and the Human Resources Department and the responsible staff member review its results. If there are no concerns, the responsible staff member contacts the potential volunteer. 	32
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. The school district conducted criminal background checks on all volunteers (with the exception of <i>enrolled</i> student volunteers) per the Operational Interpretation during the reporting period demonstrating compliance of the measurement plan. 	
<p><u>Statement of Assertion:</u> EL 2.2.5 is reasonable in compliance.</p>	

2.2.6 Furthermore, the Superintendent shall not: Neglect to assure an equitable system for access to academic programming.

Operational Interpretation:

The four key action components that ensure educational excellence by incorporating equitable and effective school practices are:

1. **Access:** Educational institutions must ensure every student has an equal opportunity to participate in all aspects of the educational process, including learning facilities, resources, and extracurricular and curricular programs.
2. **Instruction:** Educational institutions must use instructional practices that are asset based, responsive to the needs of each student, and demonstrate a strong commitment to an equitable approach to teaching and learning.
3. **Materials:** Educational institutions and staff members must review textbooks, audiovisuals, and other materials to minimize bias in content, graphics, pictures, and language.
4. **Assessment:** Educational institutions must account for variances in student learning styles and cultural backgrounds and align assessment with school curricula, instruction, and systemic improvement goals.

Expansion of ~~Designing~~ Pathways programming 6-8 and 6-12, along with **INSPIRE** Choice programming K-5 has and will fundamentally shift how this policy is fulfilled. To illustrate, in ~~2021-2022~~ **2022-2023**, each middle school student had access to Pathway electives at CMS. During the **same** monitoring period, ~~staff at Cedar Ridge and Eden Lake began training and design work to implement Inspire Choice programming to be implemented starting in 2022-23~~ **INSPIRE Choice programming was implemented for all K-5 students at Cedar Ridge and Eden Lake. Each student participated in two different six-to-eight week cycles. Administration and staff at the other four in-person elementary sites plus EP Online began training and are on-track for implementation with each of their students in the 2023-2024 school year. Cedar Ridge and Eden Lake will increase community partnerships and pilot SteppingStone experiences in year two.** This results in all students accessing academic programming that is rigorous and authentic. At the same time, we will continue to expand offerings and access thereof within the metrics we have historically monitored (as is done below). In other words, we are expanding what we have done in the past and implementing excellent academic programs with access designed for from the outset.

<p><u>Justification:</u> Educational equity is based on the principles of fairness and justice in allocating resources, opportunities, treatment, and success for every student. Educational equity programs promote the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are planned, systematic, and focused on the core of the teaching and learning process. (Source: Northwest Regional Education Laboratory).</p> <p>Equity is defined as: fairness, justice, and impartiality. Equal Access means impartiality in opportunity. Equal Educational Opportunities means providing appropriate resources, opportunities, and treatment for each student.</p>	
<p><u>Measurement Plan:</u> This policy shall be measured against the four key components (Access, Instruction, Materials, Assessment) listed in the Operational Interpretation of this policy.</p>	

Evidence:

1. Access

Elementary Gifted and Talented Program Participation (Grades 3 and above)				
	2019-2020	2020-2021	2021-2022 †	2022-2023
Overall	20%	18%	25%	29%
Asian	28%	28%	39%	47%
Black or African American	11%	7%	19%	21%
Hispanic/Latino	8%	8%	25%	21%
White	22%	21%	22%	27%
All Other*	17%	15%	42%	44%

† Grade 6 moved to CMS beginning 2021-2022 school year. *All Other includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

CMS Honors and Advanced Course Enrollment				
	2019-2020	2020-2021	2021-2022 †	2022-2023
Overall	36%	34%	24%	26%
Asian	65%	56%	52%	58%
Black or African American	12%	14%	11%	7%
Hispanic/Latino	10%	12%	9%	11%
White	41%	39%	25%	28%
All Other*	33%	27%	21%	19%

† Grade 6 moved to CMS beginning 2021-2022 school year. *All Other includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

EPHS College-Level Course Enrollment				
	2019-2020	2020-2021	2021-2022	2022-2023
Overall	49%	58%	56%	59%
Asian	64%	77%	77%	79%
Black or African American	28%	41%	34%	42%
Hispanic/Latino	34%	43%	43%	46%
White	54%	62%	62%	65%
All Other*	43%	48%	51%	53%

*All Other includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

2. Instruction: Educational institutions must use instructional practices that are asset based, responsive to the needs of each student, and demonstrate a strong commitment to an equitable approach to teaching and learning. Evidence for ~~2021-2022~~ 2022-2023 includes:
- a. English Language learning standards (referred to as WIDA) are followed for supporting development of speaking, listening, reading and writing in English for students whose home language is not English.
 - b. All Eden Prairie Schools employees completed a Culturally Responsive Practices online course.
 - c. The Tools of Cultural Proficiency build racial and cultural awareness and capacity toward culturally responsive teaching, focused on eliminating the racial achievement gap. All sites and departments engaged in deeper implementations of these tools.
 - d. KinderCamp: August camp for students transitioning into kindergarten, focused on children who have not had a preschool experience and/or may not yet be kindergarten ready. Opportunity for informal evaluation to target instruction earlier in the school year and make the most appropriate placement decisions for the student and family.
 - e. Dare 2 Be Real student program grew in participation at the high school. This program promotes, addresses and discusses racial equity and leadership. Students undergo intensive training and structured discussions that are intended to prepare a new generation for global readiness.
 - f. Advancement Via Individual Determination (AVID) program implemented in 8 schools.
 - g. Eden Prairie High School elective course, Intro to Social Justice, provides students with opportunities to explore their identity; **and** examine system inequities and social justice in the United States.
 - h. Eden Prairie High School elective course, Multicultural and Human Relations in Schools, introduces pre-service teachers to core concepts and approaches to multicultural education including issues related to student, family, and community diversity based on culture, language, race, class, gender, sexual identity, and disability. Students receive four credits through Normandale Community College. This course ~~will be~~ **was** enhanced ~~for in~~ the 2022-2023 school year to become Capstone Course experience. **These enhancements provided students with more field experiences, guest instruction, and authentic assessments.**
 - i. Eden Prairie High School provides expansive college level courses including Advanced Placement, concurrent enrollment with Normandale Community College, the University of Minnesota (CIS), University of Iowa, and Hennepin County Technical College.
 - j. Eden Prairie High School continues to add courses based on student interest, remove barriers to course enrollment, **make** personal contacts for recruitment, and **provide** instructional support ~~provided~~ throughout the course.
 - k. Teachers and administrators across the District engaged in professional learning on culturally responsive pedagogies and implemented such practices (e.g., Hammond, 2014; Minor, 2019)

- I. The use of the 4Cs (communication, collaboration, creativity, critical thinking) within instruction provides an equitable approach to instruction that allows students lived experiences and aspirations to drive learning.

3. Materials

- a. Curriculum Improvement Committee (CIC) program cycle includes diverse perspectives throughout the curriculum review process.
- b. The Tools of Cultural Proficiency guides the selection of curriculum resources and supports the development of district curriculum.
- c. Professional Development focused on the Tools of Cultural Proficiency is embedded throughout the system.
- d. The World's Best Workforce parent advisory group reviews equitable learning opportunities with an emphasis in the area of curriculum, instruction, and assessment.

4. Assessment

- a. Professional learning for teachers and administrators on a balanced assessment system and the application of tiered decision making to personalize instruction for each learner.
- b. Continual review of the identification and placement practices for programs that support gifted learners to determine if these practices are equitable and provide equal access to programming at all levels.
- c. AVID (advancement via individual determination) is a set of strategies to help students become college and career ready. A large component of the middle school and high school AVID programming is a requirement that students take enriched or advanced course work. To empower students, AVID offers a series of research-based strategies, structures, and supports to eliminate opportunity gaps and increase success while students engage in challenging work. AVID at the elementary level lays the groundwork for success as students' progress through middle and high school. The AVID strategies have a long track record of benefiting each student, but are particularly effective at helping traditionally underserved students perform at high levels.
- d. Deeper implementation of performance assessments that realize the Rigor/Authenticity Matrix and instruction aimed at enhancing the 4Cs. This includes multiple entry points for each student, instructional matches, and student voice and choice in demonstration of learning.

Number of Students Receiving AVID Programming				
	2019-2020	2020-2021	2021-2022[†]	2022-2023
CMS (Elective for grades 7-8)	87	91	83	82
EPHS (Elective for grades 9-12)	107	148	127	172
Cedar Ridge Elementary	628	439	485	472
Eagle Heights Spanish Immersion	819	800	679	715
Eden Lake Elementary	785	544	627	660
Forest Hills Elementary	608	389	515	527
Oak Point Elementary	818	484	585	634
Prairie View Elementary	754	547	628	628
EP Online Elementary	n/a	1082	306	152
EP Online Secondary	n/a	n/a	0	0
† Grade 6 moved to CMS beginning 2021-2022 school year.				

Statement of Assertion:

EL 2.2.6 is reasonable and in compliance.

<p>2.2.7 Furthermore, the Superintendent shall not: Allow students to be uninformed of their protections under this policy.</p>	
<p><u>Operational Interpretation:</u> Students have a right to be active participants in their education and the environment in which they work and learn. The District is responsible for informing students and parents of their rights and responsibilities as members of the school community. Parents represent their child until the “age of majority.” When using the term “parent” I am referring to a child’s guardian or to any other adult allowed and/or permitted by law to access private educational records and/or make educational decisions for the child.</p>	
<p><u>Justification:</u> The practice of annual notification of student rights and responsibilities is supported by state statute and requirements as set forth in District Policy. It is the practice of the School District to develop Student Handbooks each school year that include the rights and responsibilities of students. The Student Handbook is distributed and posted online for easy access. The following District Policies require annual notification:</p> <ul style="list-style-type: none"> ● <u>Harassment</u> 413 ● <u>Student Discipline</u> 506 ● <u>Bullying</u> 514 ● <u>Hazing</u> 526 <p>Parents are required to acknowledge in writing that they have read and understand the Student Handbook, as under the law they are required to make educational decisions on behalf of their child until that child has reached the “age of majority.” The “age of majority” is the age at which a person, formerly a minor, is recognized by law to be an adult, capable of managing his or her own affairs and responsible for any legal obligations created by his or her actions. The “age of majority” in Minnesota is age 18.</p>	39
<p><u>Measurement Plan:</u> Compliance with this policy shall be evidenced by the annual process of student handbook creation, dissemination, and acknowledged receipt and understanding by students and parents.</p>	
<p><u>Evidence:</u> The District complied with the expectations of this policy as evidenced by the annual process of student handbook creation, dissemination, and acknowledged receipt and understanding by Eden Prairie students and parents during the reporting period.</p>	

<p><u>Statement of Assertion:</u> EL 2.2.7 is reasonable and in compliance.</p>	
<p>2.2.8 Furthermore, the Superintendent shall not: Neglect to assure that all allegations of student maltreatment are handled in a timely manner.</p>	
<p><u>Operational Interpretation:</u> “Neglect” is interpreted as <i>failing to act</i> “Assure” is interpreted as <i>making something certain</i> “Timely Manner” in this context means <i>as soon as possible but in no event longer than 24 hours</i></p>	
<p><u>Justification:</u> District Policy 414 Mandated reporting of child neglect or physical or sexual abuse fully complies with Minn. Stat. § 626.556 requiring school personnel, as mandated reporters, to report suspected child neglect or physical or sexual abuse as soon as possible but in no event longer than 24 hours after becoming aware of the alleged maltreatment. “Mandated reporter” means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused. The statute requires that reports be made directly to law enforcement and/or MDE by the person who “has reason to believe...”, not by his/her supervisor.</p>	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. Dissemination of policy and training <ol style="list-style-type: none"> a. This policy shall appear in school personnel handbooks. b. The school district will develop a method of discussing this policy with school personnel. c. This policy shall be reviewed at least annually for compliance with state law. 2. Mandated reporting 3. Compliance will be demonstrated by adhering to all requirements of Minn. Stat. § 626.556 and District Policy 414 Mandated reporting of child neglect or physical or sexual abuse 	40
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. Dissemination of policy and training took place through annual distribution of handbooks, policy review, and training during onboarding and annual refresher training. The policy was reviewed on June 28, 2021 November 1, 2022 prior to the 2021-22 school year. This policy is reviewed with all new hires as part of their onboarding. 2. The school district reports all instances of child neglect, physical and sexual abuse to appropriate agencies. Human resources, the office of the Associate Superintendent of Academics and Innovation, and principals supported mandated reporting throughout the year. 3. The school district has not been found in violation by MDE. 	
<p><u>Statement of Assertion:</u> EL 2.2.8 is reasonable and in compliance.</p>	

2.2.9 Furthermore, the superintendent shall not: Neglect to provide adequate minimum eating times and access to school meals for students.

Operational Interpretation:

1. Students need to be able to eat breakfast and/or lunch at school within a space and time frame that is suitable to that task.
2. Adequate minimum time is defined as at least 10 minutes of time to eat for breakfast and 20 minutes of time to eat for lunch for K-12 students.
3. Adequate access is defined as providing a designated eating space that is clean and accessible to all students.

Justification:

There are no federal or state regulations governing minimum time or access standards for school meals for students. In the absence thereof, the district looks to several sources to define adequate minimum time. Minnesota Department of Education recommendations were reviewed, current “like” and proximal school district practices were reviewed, and staff and leadership were consulted.

The Minnesota Department of Education recommends that districts consider the Centers for Disease Control’s recommendation of providing students with 10 minutes of eating time for breakfast and 20 minutes of eating time for lunch within a clean and accessible meal space.

The operational interpretation of this policy is consistent with the majority of neighboring districts to Eden Prairie Schools, which utilize meal periods that closely align with the times described in the operational interpretation of this policy.

The operational interpretation of this policy is consistent with feedback provided by district building principals based on their observations and interactions with staff and students during meal periods at their sites.

The variance in lunch periods between elementary, middle, and high schools is attributed to differences in the average wait time associated with obtaining lunch at each level.

Time and/or space provided beyond the minimum levels described in the operational interpretation of this policy would require a reduction in instructional opportunities for students during the existing school day or an expansion of the minutes built within the school day.

Measurement Plan:

Compliance with this policy shall be evidenced by the annual process of reviewing:

1. Meal schedules at each elementary and secondary school building to ensure adequate minimum time.
2. Internal Audit by district staff of meal time provided for students.
3. An accounting of practices related to the cleanliness and accessibility of eating spaces at each elementary and secondary school building.

Evidence:

1. All sites provide a minimum of 20 minutes of eating time for breakfast each day. To accommodate for social distancing, grab and go breakfast was provided to students to eat in their classrooms before the start of school. Each site scheduled a minimum of 25 minutes for lunch. This would accommodate for the very last student to go through the line and have adequate time to eat.
2. An internal audit occurred at each school site during the ~~2021-22~~ 2022-2023 school year to ensure students were receiving time to eat that was built into site schedules.
3. An accounting of practices related to the cleanliness and accessibility of eating spaces at each elementary and secondary school building was conducted in September ~~2020~~ 2022. Findings included:
 - a. All elementary and secondary school eating spaces are ADA compliant.
 - b. All elementary and secondary school eating spaces are large enough to accommodate ~~social distancing~~ and the numbers of students being served within them during each meal shift.
 - c. All elementary and secondary school eating spaces feature age-appropriate seating.
 - d. Staff are designated at each school to assist students, monitor safety, and maintain cleanliness during each meal period.
 - e. Custodians and ~~lunchroom~~ paraprofessionals are designated at each school to ensure that eating spaces are clean following the conclusion of meal periods each day and prepared for the following day's usage.

Statement of Assertion:

EL 2.2.9 is reasonable and in compliance.

2.2.10 Furthermore, the superintendent shall not: Neglect to provide adequate minimum time and access to recess for elementary students.

Operational Interpretation:

Recess is defined as a regularly scheduled period in the school day where students are encouraged to engage in physical activity or play with their peers in activities of their choice under the supervision of trained adult monitors.

1. Adequate minimum time is defined as at least a 20-minute recess period for elementary school students.
2. Adequate access is defined as providing a designated outdoor or indoor space for recess activities that safely accommodates the number of students accessing it at one time.

Justification:

There are no federal or state regulations governing minimum time or access standards for recess for elementary students. In the absence thereof, the Minnesota Department of Education recommends that districts consider the best practices outlined in the “Active Recess” toolkit developed by the Minnesota Department of Education, which includes a recommendation for daily recess for at least 20 minutes for all K-5 students within a defined playground space that features access to play equipment and trained supervisors and that allows for students to safely and universally engage in a variety of recess activities.

The operational interpretation of this policy is consistent with the practice of the majority of neighboring districts to Eden Prairie Schools, which utilize an approximately 20-minute recess period within an adult-monitored playground, gymnasium, or classroom space. The operational interpretation of this policy is also consistent with feedback provided by our building principals based on their observations and interactions with staff and students during and outside of recess periods at their sites.

Time and/or space provided beyond the minimum level described in the operational interpretation of this policy would require a reduction in instructional opportunities for students during the school day or an expansion of the minutes built within the school day.

Recess is just one strategy suggested by the body of academic research for engaging students in physical activity throughout the school day. Additional strategies include engaging students in physical education courses, engaging students in physical extracurricular activities, and the integration of physical activity into classroom instructional activity, all of which are also utilized in elementary schools within our district.

<p><u>Measurement Plan:</u> Compliance with this policy shall be evidenced by the annual process of reviewing:</p> <ol style="list-style-type: none"> 1. Student recess schedules at each elementary school building to ensure adequate minimum time. 2. An accounting of practices related to the safety and accessibility of recess spaces at each elementary school building. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. Following review of schedules and confirmation by cabinet members, all school sites were in Compliance with the adequate minimum recess time of 20 minutes during the 2022-232020-21 school year. 2. An accounting of practices related to the safety and accessibility of recess spaces at each elementary and secondary school building was conducted in August 2019 September 2022. Findings included: <ol style="list-style-type: none"> a. All elementary recess spaces are ADA compliant. b. All elementary recess spaces are in adherence with Policy 807 regarding playground safety. c. An annual process is in place throughout the district by which building principals are able to review and request updates to recess spaces through the submission of capital requests. d. An annual process is in place throughout the district by which staff are able to review and request updates to age-appropriate play equipment. e. Trained staff are designated at each school to monitor students during recess periods to ensure safe engagement in physical play activities. f. All playgrounds are inspected annually by a certified playground safety consultant. 	44
<p><u>Statement of Assertion:</u> EL 2.2.10 is reasonable and in compliance.</p>	

School Board Member’s Notes/Comments:

Eden Prairie School District 272
Superintendent Monitoring Report

Policy Name: 2.7 Asset Protection	Monitoring Time Frame: July 2021-June 2022 July 2022-June 2023	Policy Monitoring Column FOR BOARD USE ONLY Board Policy Monitoring Motions: <ul style="list-style-type: none"> ● Operational Interpretation is/is not reasonable ● Board does/does not accept the Superintendent’s assertion of compliance/ non-compliance
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: August 22, 2022 August 28, 2023	



<u>Global Constraint:</u> The Superintendent shall not cause or allow district assets to be unprotected, inadequately maintained, inappropriately used, or unnecessarily risked.	45
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<u>Operational Interpretation:</u> I interpret compliance with the overall policy to mean that all twelve (12) policy provisions are in compliance. Furthermore: <ol style="list-style-type: none"> 1. I interpret “assets” to mean physical and intellectual property of the District with a value greater than \$5,000. 2. I interpret “unprotected” to mean assets without insurance and/or a plan/guiding procedures. 3. I interpret “inadequately maintained” to mean a lack of preventive maintenance, repair, or renovation which may cause an asset to deteriorate and experience an accelerated depreciation, within available financial resources. 4. I interpret “inappropriately used” to mean the utilization of assets not in accordance with the desired Ends of the district. 5. I interpret “unnecessarily risked” to mean the exposure of assets to circumstances resulting in a higher likelihood of theft or otherwise being unavailable for the asset’s intended purposes. 	
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<u>Justification:</u> The provisions 2.7.1 through 2.7.12 adequately summarize and categorize those district assets that this policy protects.	
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<p><u>Measurement Plan:</u> All provisions are in compliance.</p>	
<p><u>Evidence:</u> Presented in provisions 2.7.1 through 2.7.12.</p>	
<p><u>Statement of Assertion:</u> EL 2.7 is reasonable and in compliance.</p>	
<p>2.7.1 Furthermore, the Superintendent shall not: Develop a facilities construction, renovation and maintenance plan that is not part of a comprehensive rolling ten-year plan.</p>	
<p><u>Operational Interpretation:</u> I interpret “a comprehensive rolling ten-year plan” to be a master plan for facilities construction, renovation, and/or maintenance that is reviewed and updated annually. The annual update allows the District to consider alternatives to the plan in order to reflect new facility needs and educational plans for the future.</p>	
<p><u>Justification:</u> A school district needs an ongoing program of assessment of existing school sites and facilities in order to identify school facility improvement issues, alternative means of addressing those issues, and to maintain a quality educational environment for students, staff, and community/partnership users. “To establish and maintain quality school facilities and a desirable learning environment for students, staff, and community users, an ongoing assessment of school facility needs and a program of public information about those needs is essential. (Guide for Planning School Construction Projects in Minnesota; MDE, 2003; p. 37)</p>	46
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. The comprehensive rolling ten-year facilities plan shall be reviewed and updated on an annual basis. 2. The comprehensive rolling ten-year facilities plan shall be consulted and referenced during the development of any facilities construction, renovation, and/or maintenance plan. 3. The Capital Fund budget shall be reviewed and updated on an annual basis. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. The school board approved on June 28, 2021 June 27, 2022 a multi-year facilities plan of proposed projects by building location as part of the 10-year long-term facility maintenance plan which was submitted to the Minnesota Department of Education for review and approval in July 2021 2022. 2. The administration presented multiple facility projects throughout the year, in the form of seek bids and bid approvals, which required school board approval and referenced the long-term facility maintenance plan. These 	

<p>projects included: EPHS track replacement, OP/EHSI pavement, OP/EHSI special education classroom remodel, CMS storage building, and EPHS activity center roof replacement. Ongoing projects during the fiscal year included CMS designing pathways and ASC construction. CMS Storage Building, District Wide Lighting Upgrade, ASC Restroom Remodel, EPHS PAC Lighting Replacement, and the EPHS Restroom Remodel.</p> <p>3. At the April 26, 2021 April 24, 2022 school board meeting, the board approved the 2021-22 2022-23 capital budget which included funds to address facility improvements. Prior to approval, the administration worked with principals, department leaders, facility, staff, and the Superintendent’s Cabinet to determine priorities for maintaining district facilities.</p> <p>Facility work completed or planned in fiscal year 2022 2023 adhered to the Comprehensive Facility Plan and included the following components:</p> <ol style="list-style-type: none"> 1. The district continued working on a long-term facility planning process geared to align with the strategic plan 2. Implemented facility changes to accommodate educational program needs and related space concerns 3. Discussed with the School Board deferred maintenance and capital fund expenditures and revenue sources 4. Continued development of Designing Pathways recommendations, including piloting the Inspire Choice programming at Cedar Ridge and Eden Lake elementary schools. 	
<p><u>Statement of Assertion:</u> EL 2.7.1 is reasonable and in compliance.</p>	
<p>2.7.2 Furthermore, the Superintendent shall not: Fail to insure against theft and casualty losses at 100 percent of replacement value and against liability losses to School Board members, staff, and the organization itself in an amount greater than the average for comparable organizations.</p>	47
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> 1. Property, Casualty, Umbrella insurance coverage is in place to insure the School District for losses to real and personal property per Statement of Values on file with the insurance company. <ol style="list-style-type: none"> a. “Fail to insure against theft and casualty losses at 100 percent of replacement value” is interpreted to mean a level of theft and casualty insurance that assumes a reasonable level of risk with consideration to the overall cost of said insurance (See Justification 2.a.). 2. Equipment breakdown insurance coverage is in place specifically for boilers and machinery. 3. Automobile insurance coverage is in place to insure the School District for losses resulting from owned, financed, leased or rented school buses, vans, driver’s education vehicles and ground/facilities vehicles are as per Schedule on file with the insurance company. 	

<ol style="list-style-type: none"> 4. Commercial General Liability, Umbrella Excess Liability coverages are placed to insure against Bodily Injury & Property Damage Liability; Personal & Advertising Injury Liability; Medical Payments; Sexual Misconduct and Molestation Liability; Innocent Party; Violent Event Response, and Employee Benefits Liability. 5. School Leader’s Errors & Omissions coverage included Directors and Officers and school leader’s professional. 6. Crime coverage included for loss sustained from employee dishonesty, theft, disappearance and destruction, computer fraud, forgery, and faithful performance. 7. Inland Marine coverage for the transport of goods in transit, as well as moveable property and instrumentalities of communication. These categories include items such as instruments, band uniforms, cameras, fine arts, monument signs, valuable papers, solar panels, electronic data processing and miscellaneous equipment. 8. Data and Network Security covers claims made by third parties arising out of a breach of the School District’s computer network and data storage units or devices. 9. Volunteer Accident coverage protects an organization's volunteer workforce for medical costs associated with an accidental injury incurred while working on behalf of the organization. 10. International General Liability coverage is in place to insure students and staff while on international school sponsored trips for medical, ransom, death, hostage, and kidnapping 11. Drone Liability coverage is in place to protect the School District for third party claims of property damage or injury resulting from the use of a district owned drone. 12. Workers’ Compensation is a form of insurance providing wage replacement and medical benefits to employees injured in the course of employment in exchange for mandatory relinquishment of the employee's right to sue his or her employer for the tort of negligence. 	
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<p><u>Justification:</u> This policy revolves around risk management, that is the identification, assessment, and prioritization of risks. The strategies to manage risk typically include transferring the risk to another party, avoiding the risk, reducing the negative effect or probability of the risk, or even accepting some or all of the potential or actual consequences of a particular risk. The business office uses Marsh & McLennan for brokerage services for this category of insurance coverage. Below are a number of considerations and coverage categories reviewed on an annual basis, the 2021-2022 2022-23 coverage was reviewed in June 2021 2022:</p> <ol style="list-style-type: none"> 1. Policies and procedures are in place to provide assurance of protection & supervision of facilities and equipment. (District Policy 902 Use of School District Facilities and Equipment) 2. Insurance is meant to provide a reasonable assurance that the owner of the insured real property can fully replace it in case of a loss. In this case, the Administration has chosen to insure at 100% of replacement value which considers the following pertinent facts: <ol style="list-style-type: none"> a. The current estimated property value is \$500,460,522 \$516,686,191 based on a property appraisal completed in 2017 plus industry recommended increases each year. an industry recommended 2.68% increase for 2021-22 2022-23 over the prior year. b. The property insurance plan the District purchases utilizes Special Form Replacement Cost on a Blanket Property coverage basis (i.e., total property limit can be used at any one location or multiple locations), meaning the only loss situation that the full 100% coverage would be utilized would be in the case of the 	<p>48</p>
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complete destruction of all real and personal property of the District in every location in a single event. If the District were to lose multiple buildings in a single event, the total amount of insurance coverage would be available to rebuild and refurbish those school sites.

3. School Districts are subject to Minnesota Rule: Chapter 466. Tort Liability, Political Subdivisions. (<https://www.revisor.mn.gov/statutes/?id=466&view=chapter#stat.466.02>) A school district cannot be held liable for actions that are not foreseeable when reasonable measures ... are employed to insure adequate ... duties are being performed ..., and there is adequate consideration being given for the safety and welfare of all students in the school. (<http://cousineaulaw.com/laws/minnesota-tort-laws>)
- a. In most education-related civil lawsuits there are two main categories of tort liability relevant to educational institutions—Intentional and Negligent Torts.
 - i. Intentional Torts—occur when an individual attempts or “intends” to cause harm to another. For intent to exist, the individual must be aware that injury will, or could, be the result of the act.
 - ii. Negligent Torts—there are four elements of a negligent tort:
 - 1. Duty—The duty of an individual or the institution to protect those in our care
 - 2. Breach (of Duty)—failure of the individual or institution to exercise a standard of reasonable care.
 - 3. Proximate Cause—showing that the individual or institution failed to exercise a standard of reasonable care.
 - 4. Injury—No matter how great the duty (Element 1), how egregious the breach of that duty (Element 2), or how foreseeable the consequences and proximate cause of the individual or institution’s standard of care (Element 3), there is no liability if actual injuries cannot be proven.

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Measurement Plan:

Compliance with this policy shall be evidenced through annual review of school district risk management processes and the subsequent renewal of our insurance plans that conform to the interpretation of this policy.

Evidence:

Coverages in place July 1, ~~2021~~ 2022 through June 30, ~~2022~~ 2023:

- 1. Property, Casualty, Umbrella insurance coverage is in place through Liberty Mutual
- 2. Equipment breakdown insurance coverage is in place through Hartford Steam Boiler Inspection & Insurance Co.
- 3. Automobile insurance coverage is in place through Liberty Mutual
- 4. Commercial General Liability, Umbrella Excess Liability coverages are in place through Liberty Mutual
- 5. School Leaders Errors & Omissions coverages are in place through Liberty Mutual
- 6. Crime coverages are in place through Liberty Mutual
- 7. Inland Marine coverages are in place through Liberty Mutual
- 8. Data Security and cyber liability coverages are in place through Liberty Mutual

<p>9. Volunteer Accident coverage is in place through HSR, Inc 10. International General Liability coverages are in place through AIG 11. Drone Liability coverage is in place through Global 12. Workers' Compensation coverage is in place through SFM</p>	
<p><u>Statement of Assertion:</u> EL 2.7.2 is reasonable and in compliance.</p>	
<p>2.7.3 Furthermore, the Superintendent shall not: Subject facilities and equipment to improper wear and tear or insufficient maintenance.</p>	
<p><u>Operational Interpretation:</u> I interpret this to mean all facility reviews and maintenance plans are in place for all school district buildings and grounds. The School Board is informed about the financial resources needed to implement the plans and that school budgets reflect the identified facility needs (within fiscal limitations).</p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. Proactive maintenance plans explicitly stated facility needs with associated costs, and appropriate budgets are essential to ensure school district assets are protected. 2. Facilities and equipment such as computers, school buses, boilers, air handling units, coolers and freezers, dishwashers, serving lines and ovens routinely exceed their expected useful life due to the following procedures, training and asset handling requirements: <ol style="list-style-type: none"> a. Maintenance staff, technology staff, food service staff and school bus mechanics keep detailed records of maintenance schedules for all equipment b. All staff is trained on the use of equipment that they operate and hold appropriate licensure or certification where required c. Access to facilities and equipment is limited through security, either human or electronic, at all times. The proper authorities and key staff are notified in the case of breach of this security 	50
<p><u>Measurement Plan:</u> Short and long-term maintenance plans are in place for each district facility. The School Board receives facilities progress reports as needed or desired throughout the year. Budgets include funds for maintenance and equipment needs as determined in district plans within available resources. Finally, the Superintendent approves expenditures from building contingency funds as needed.</p>	
<p><u>Evidence:</u> Plans as identified in the justification are in place along with a budget to support them.</p>	

<p><u>Statement of Assertion:</u> EL 2.7.3 is reasonable and in compliance.</p>	
<p>2.7.4 Furthermore, the Superintendent shall not: Allow external guests or user groups access to the facilities or assets without procedures in place to protect district concerns.</p>	
<p><u>Operational Interpretation:</u> The District encourages maximum use of school facilities and equipment for community purposes that do not interfere with use for school purposes. The District expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment. A certificate of insurance may be required by the school district to ensure payment for these damages and any liability for injuries. The school district administration may authorize the use of school facilities by community groups or individuals. It may impose reasonable regulations and conditions upon the use of school facilities as it deems was the largest user and appropriate.</p>	
<p><u>Justification:</u> District Policy 902 Use of School District Facilities and Equipment puts forth the processes related to the public use of school facilities and equipment.</p>	
<p><u>Measurement Plan:</u> Compliance shall be evidenced by the appropriate application of District Policy 902.</p>	51
<p><u>Evidence:</u> The Eden Prairie community utilized all district sites with over 35,000 32,800 participants and more than 140,000 146,000 hours during fiscal year 2022 2023. Eden Prairie Schools Community Education served approximately 15,412 15,650 community members in more than 27,000 22,500 hours. Outside of school hours, when events and/or activities are scheduled, building monitors are positioned near the one unlocked entrance to check people in, monitor traffic flow, enforce facility policy/ procedures, review crisis plans and act as a liaison with building administration. All outside groups are pre-approved and accept all school safety protocols. Spaces within the buildings that are used for rental groups are specifically located near entrances with restrictions to other areas of the building. http://comed.edenpr.org/facility_use</p>	
<p><u>Statement of Assertion:</u> EL 2.7.4 is reasonable and in compliance.</p>	

<p>2.7.5 Furthermore, the Superintendent shall not: Unnecessarily expose the organization, its School Board, or its staff to claims of liability.</p>	
<p><u>Operational Interpretation:</u> I interpret this to mean the actions of the school board, the superintendent’s behavior, and the behavior of all district employees will be governed by state and federal law.</p>	
<p><u>Justification:</u> The best way to preserve the legal liability of the school district is to ensure policies and procedures are current, the School Board and Staff are aware and understand the policies and procedures, and that required trainings (Federal and State) occur annually. A deliberate provision for staff awareness of legal responsibilities and professional behavior is essential.</p>	
<p><u>Measurement Plan:</u> Commercial General Liability, Umbrella Excess Liability and School Leader’s Errors & Omissions and Crime coverages are in place to insure against Bodily Injury & Property Damage Liability; Personal & Advertising Injury Liability; Medical Payments; Employee Benefits Liability and Sexual Abuse, School Leader’s Professional, Director’s and Officer’s Liability, and Employment Practices Liability.</p> <p>In addition, we provide opportunities for training to staff and Board members on Federal and State laws annually as required. Written policies indicating appropriate procedures for various activities within the district are in place and available on our web site and in the central office.</p>	52
<p><u>Evidence:</u> Commercial General Liability, Umbrella Excess Liability coverages are in place through Liberty Mutual (July 1, 2021 2022 - June 30, 2022 2023)</p> <p>School Leader’s Errors & Omissions coverages are in place through Liberty Mutual (July 1, 2021 2022 - June 30, 2022 2023)</p> <p>Crime coverages are in place through Liberty Mutual (July 1, 2021 2022 - June 30, 2022 2023)</p>	
<p><u>Statement of Assertion:</u> EL 2.7.5 is reasonable and in compliance.</p>	

<p>2.7.6 Furthermore, the Superintendent shall not: Endanger the organization's public image, its credibility, or its ability to accomplish ends.</p>	
<p><u>Operational Interpretation:</u> I interpret this to mean the Superintendent shall not cause or allow any practice, activity, decision, or organizational circumstance that is unlawful, unsafe, imprudent, or in violation of commonly accepted educational and professional ethics and practices.</p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. The school district’s image, credibility, and ability to accomplish its Ends must be protected at all times. A deliberate provision and attention to maintaining a current, purposeful, legal, and ethical financial system significantly improves the district’s ability to achieve its Ends and maintain the support of its community. 2. Superintendents are not only subject to rules and regulations related to the operation of a school district, but also to the Minnesota Code of Ethics for School Administrators (MN Rule 3512.5200). 	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. This policy shall be measured by the presence (or lack thereof) of any formal complaints found to be factual by the School Board, their designee, or the Board of School Administrators that the public image, credibility, or ability to accomplish our Ends has been endangered. 2. Other evidence to support compliance with this policy include scientific survey results and the acceptance of related Executive Limitation monitoring reports determined to be in compliance by the School Board. 	53
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. There were no formal complaints made to the School Board or Board of School Administrators regarding public image violations or violations against the rules and regulations set forth by the Minnesota Code of Ethics for School Administrators. 2. In March 2022 April 2023 a valid and reliable scientific community survey was completed by a 3rd party organization. The school board heard the results presented and the survey found that areas like: trust, communication, financial management, decision making, taxes, quality of education and support continued to be extremely high in context to public schools. Some areas were at or near three year or The results showed many of the marks came back above or at all time highs and showed no statistically significant change in reputation and levels of trust during the reporting period. The report demonstrated very strong community support. In addition, all Executive Limitation monitoring reports regarding public image and credibility during the monitoring period were accepted as in compliance. 	

<p><u>Statement of Assertion:</u> EL 2.7.6 is reasonable and in compliance.</p>	
<p>2.7.7 Furthermore, the Superintendent shall not: Allow uninsured personnel access to material amounts of funds.</p>	
<p><u>Operational Interpretation:</u> I interpret this to mean that adequate internal controls and insurance coverages are in place to limit the District’s exposure and risk of loss.</p>	
<p><u>Justification:</u> Insurance coverage is essential to protect the overall integrity of the financial system. Insurance ensures that fraud, negligence, or theft by an employee will have a limited impact on the school district. Proper internal controls are essential to limit the district’s exposure to loss through fraud or error.</p>	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. The School District develops, publishes, enforces, and reviews annually internal controls regarding access to funds. 2. The external auditors annually review the system of internal controls, conduct a system walk-through and report any exceptions. 3. Employee Theft and Dishonesty/Crime policies are in place to insure against: Employee Theft Per Loss (also includes Public Employees Faithful Performance); Depositor’s Forgery/Alteration; Theft, Disappearance & Destruction (Money, Securities & Other Property – including Robbery & Safe Burglary; and Computer Funds & Transfer Fraud. 	54
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. The District Business Office conducted its formal internal control annual review and trained Business Office employees regarding the District’s regulations regarding access and handling of district funds in June 2021 2022. <ol style="list-style-type: none"> a. The internal control procedures revealed one no exceptions during fiscal year 2022 2023. Stock shares were identified in 2 separate companies, dating back to 1999 that the district was unaware of nor had recorded these assets on our financial statements. The stocks were secure and not able to be sold without school board approval. The board authorized the sale, funds were received and deposited into the general fund unassigned fund balance in fiscal year 2022. b. Each site petty cash and secure safe is randomly audited annually by business office staff. c. All cash deposits must be accompanied by a written cash receipt. Cash receipt backup retained at the site is randomly audited by business office staff. d. The use of the online payment systems, MyPaymentsPlus, Campus, Vanco and USAePay will reduce the amount of cash transactions throughout the district, especially in student activities and food service. 	

<p>2. The fiscal year 2022 2023 financial audit required by state statute will be presented on or about November 28, 2022 November 27, 2023.</p> <p>The audit report includes a section on “Internal Controls” that would indicate concerns with the District’s internal processes and controls during the prior fiscal year.</p> <p>3. The fiscal year 2021 2022 Audit indicated no internal control deficiencies regarding uninsured personnel access to material amounts of funds.</p>	
<p><u>Statement of Assertion:</u> EL 2.7.7 is reasonable and in compliance.</p>	
<p>2.7.8 Furthermore, the Superintendent shall not: Receive, process, or disburse funds under controls that are insufficient to meet the School Board-appointed auditor's standards.</p>	
<p><u>Operational Interpretation:</u> I interpret this to mean the District audit and financial statements must be based on Generally Accepted Government Auditing Standards, the federal Single Audit Act, and the Minnesota Legal Compliance Guide issued by the Office of the State Auditor in reference to the school district’s financial resources.</p>	
<p><u>Justification:</u> School districts are required to have an annual independent financial audit, to submit audited financial data to the Minnesota Department of Education (MDE) electronically, and to submit all required components of the audit report to MDE and to the Office of the State Auditor.</p>	55
<p><u>Measurement Plan:</u> The Annual Audit Report that routinely tests the district’s financial processes and practices. Non-compliance would be reflected by “findings’ published in the Annual Audit Report to the Board of Education.</p>	
<p><u>Evidence:</u> The School Board approved the fiscal year 2021 2022 audit on November 22, 2021 November 28, 2022 and these reports were submitted to the Minnesota Department of Education and the State Auditor’s office in December 2021 2022. The fiscal year 2021 2022 Annual Audit revealed no one legal compliance findings and no internal control findings over compliance. We also received American School Board Association of School Business Officials (ASBO) and Government Financial Officer Association (GFOA) awards for excellence in financial reporting.</p>	
<p><u>Statement of Assertion:</u> EL 2.7.8 is reasonable and in compliance.</p>	

<p>2.7.9 Furthermore, the Superintendent shall not: Compromise the independence of the School Board’s audit or other external monitoring or advice.</p>	
<p><u>Operational Interpretation:</u> I interpret this to mean I will not interfere with the external auditing process and not utilize auditing personnel for other financial business. I will ensure the annual audit takes place in a timely manner.</p>	
<p><u>Justification:</u> The external audit is, in its purest form, a report card on the overall functioning of the school district. As such, the Superintendent and Executive Director of Business Services should cooperate (and not disrupt) the audit process to all possible extent. As a primary safeguard to maintaining fiscal integrity, the external audit should remain as neutral to the administration and operations of the district as possible.</p>	
<p><u>Measurement Plan:</u> Per State Statute, the School Board appoints an external auditor to conduct all external audits. Audits are conducted at the beginning of each fiscal year, and must be completed by the School Board prior to December 31. As a part of the process, the School Board meets with the external auditor to review the audited statements and to report its findings.</p>	
<p><u>Evidence:</u> The School Board accepted the fiscal year 2021 2022 audit on November 23, 2021 November 28, 2022 and these reports were submitted to the Minnesota Department of Education and the State Auditor’s office in December 2021 2022.</p>	56
<p><u>Statement of Assertion:</u> EL 2.7.9 is reasonable and in compliance.</p>	
<p>2.7.10 Furthermore, the Superintendent shall not: Substantially change the principal educational purpose of a school by closing, repurposing, consolidating, combining or creating new or choice destination schools without School Board approval.</p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> 1. I interpret <i>school</i> as: <ol style="list-style-type: none"> a. The legal definition of <i>school</i> per Minnesota Statute 120A.05, b. I further interpret <i>school</i> to be the “real property” consisting of any one of the eight (8) current <i>school</i> buildings and Lower Campus. 2. The phrase <i>principal educational purpose</i> is interpreted as the standard course of academic programs implemented to meet the standards established by the Minnesota Commissioner of Education (MN Statute 	

<p>120A.05).</p> <ol style="list-style-type: none"> 3. I interpret <i>substantially change the principal purpose of a school</i> to mean: <ol style="list-style-type: none"> a. Alter the primary use of one of the District’s elementary, middle or secondary schools per the legal definition of a <i>school</i> (MN Statute 120A.05). b. Significantly alter the physical space <u>and</u> primary use of a specially designated or designed space of a <i>school</i> (i.e. gym, swimming pool, media center, etc.). c. To demolish, reconfigure, or remodel in order to create a new use at a cost in excess of \$100,000 at one site. 4. I interpret <i>by closing or repurposing it</i> to mean: <ol style="list-style-type: none"> a. <i>Closing</i> is eliminating the use of a District <i>school</i> building for any District purpose. b. <i>Repurposing</i> is: <ol style="list-style-type: none"> i. Creating a District “<i>Destination School</i>” ii. Using a District <i>school</i> building for a purpose not associated with a school. 5. I interpret <i>by consolidating or combining it with another school</i> to mean: <ol style="list-style-type: none"> a. The action of moving one <i>school</i> into another <i>school’s</i> building, and eliminating one of the <i>schools</i> affected, or; b. Moving one <i>school</i> into another school’s building and changing the principal educational purpose of individual <i>schools</i>. 6. I interpret <i>board approval</i> as an affirmative majority vote by a quorum of the School Board on a recommendation provided by the Superintendent or his/her designee. 	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. The legal definition of <i>school</i> was used to delineate those structures from other District real properties. 2. Minnesota Statute 120A.05 defines the <i>principal educational purpose</i> of school sites: <ol style="list-style-type: none"> a. Subd. 9.Elementary school. "Elementary school" means any school with building, equipment, courses of study, class schedules, enrollment of pupils ordinarily in prekindergarten through grade 6 or any portion thereof, and staff meeting the standards established by the commissioner. b. Subd. 11.Middle school. "Middle school" means any school other than a secondary school giving an approved course of study in a minimum of two consecutive grades above 4th but below 10th with building, equipment, courses of study, class schedules, enrollment, and staff meeting the standards established by the commissioner of education. c. Subd. 13.Secondary school. "Secondary school" means any school with building, equipment, courses of study, class schedules, enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof, and staff meeting the standards established by the commissioner of education. <p>(Note: the Education Center in Eden Prairie is not included in this definition, as the District does not own real property at that site.)</p> <ol style="list-style-type: none"> 3. The definition of “Real Property” was used to differentiate it from other types of property owned by the district <ol style="list-style-type: none"> a. “Real Property” is defined as “A building or structure shall include the building or structure itself, together with all improvements or fixtures annexed to the building or structure, which are integrated with and of permanent benefit to the building or structure, regardless of the present use of the building, and which 	57

cannot be removed without substantial damage to itself or to the building or structure.” (MN Statute 272.03.b.)

(Note: the Education Center in Eden Prairie is not included in this definition, as we do not own real property at that site.)

4. Closing or Repurposing

- a. It is not uncommon for individual rooms in a facility to provide several functions as needs arise and priorities change over a period of time while the *school* as a whole retains its *principal educational purpose*. Most often, the *repurposing* of usable space does not require substantial changes to the physical structure.
- b. This interpretation does not limit Administration from managing its *schools* to produce the desired ends. It does limit the administration from *substantially changing* to a *school* in a manner that would:
 - i. Physically alter a “specially designated or designed space” for a new use.
 - ii. Require contracts over \$100,000 for repurposing classroom or specialized space at a single *school* to be approved by the School Board per MN Statute 123B.52 and MN Statute 471.345, Subd. 3.

5. “Destination School”

- a. Meets the legal definition of a *school* and provides the standard academic program and standards as established by the Minnesota Commissioner of Education *in an alternative, enhanced, or specialized learning environment*.
- b. Is open to enroll eligible students regardless of their home location within the School District
- c. Provides a specialized academic focus in *an alternative, enhanced, or specialized learning environment* that may include, but is not limited to: language immersion, technology, environmental studies, fine arts, online, STEM, etc.
 - i. Programs such as Level III Gifted Services, Special Education Low Incidence and Center-Based programs, and English Language Learners are not *destination schools*.
 - ii. Eagle Heights Spanish Immersion School is a *destination school* per this interpretation.
 - iii. Eden Prairie Online is a destination school per this interpretation.
 - iv. The Level IV Gifted and Talented programming would be considered a *destination school* at such point as it encompasses multiple grade levels at one or more *school* sites.

6. Board Approval

- a. School Board voting rules are self-explanatory and legally required to do the business of the school district

This interpretation has the expectation that the Superintendent will undertake a process that provides adequate background information, opportunities for discussion, and culminates with a specific recommendation for Board action.

Measurement Plan:

The Superintendent shall be found to be in compliance with this policy when:

- 1. The district’s *school* sites retain their “principal” educational purpose,
- 2. The district’s *school* sites are not repurposed, consolidated or combined with another school without Board approval.

<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. During the reporting period all school sites retained their principal educational purpose. 2. During the reporting period, there were no school sites that were repurposed, consolidated or combined. grade level shifts were realized, which included 6th grade moving to Central Middle School and PreK programming moving to neighborhood elementary schools. This was all completed with prior board approval in 2019-2020 and in August 2020 through the Designing Pathways implementation process. 	
<p><u>Statement of Assertion:</u> EL 2.7.10 is reasonable and in compliance.</p>	
<p>2.7.11 Furthermore, the Superintendent shall not: Allow anyone other than the School Board to name facilities, schools, classrooms, or spaces within the district.</p>	
<p><u>Operational Interpretation:</u> The Eden Prairie School Board is responsible for permanently naming facilities, which includes buildings, rooms, internal spaces, streets, landscape materials and associated exterior furnishings, courts, athletic fields, open spaces, forests, and all other areas owned, operated, or controlled by the Eden Prairie School District.</p> <p>Eden Prairie School District may name facilities according to provisions established by statute. The School Board may elect to name facilities in recognition of individuals who have attained achievements of extraordinary and lasting distinction or enter into authorized agreements and contracts to lease naming rights for school facilities or enter into an agreement with a sponsoring agent in order to generate alternative sources of revenue to be used according to a plan specified by the School Board.</p>	59
<p><u>Justification:</u> Board authority, established in statute, permits the Board to enter into a contract to lease the naming rights for school facilities, sell advertising on or in facilities and otherwise enter into an agreement with a sponsoring agent. The School Board exercises approval authority for naming of all facilities owned, operated, or controlled by the Eden Prairie School District.</p>	
<p><u>Measurement Plan:</u> Compliance with this policy shall be evidenced via the Board naming all permanent facilities owned or leased by the District.</p>	
<p><u>Evidence:</u> The Designing Pathways project along with planned Administrative Services Center (ASC) renovations created a few new spaces for the school board to name in March 2022. At CMS, the board officially approved the CMS Community Room as a new space near the theater. At ASC, the board officially approved naming 2 conference rooms, Rice Lake and Duck Lake. Additionally, the board removed Staring Lake and renamed the renovated space Eden Prairie Online.</p>	

<p>The district utilized federal funds to renovate a bus into a mobile classroom. The board approved the name “Eagle Express” in June 2023. No other spaces were named during the monitoring period.</p>	
<p><u>Statement of Assertion:</u> EL 2.7.11 is reasonable and in compliance.</p>	
<p>2.7.12 Furthermore, the Superintendent shall not: Eliminate any non-state-required programs that would adversely affect our reputation and/or diminish the value of our broad-based educational opportunities without School Board approval.</p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> 1. An “educational program” is defined as “a set of learning activities with a specific goal.” In the context of a school district, an educational program is interpreted as a set of courses leading to acquisition or mastery of a set of identified competencies. 2. The core of this policy [The Superintendent shall not] “Eliminate any non-state required programs...without board approval” is self-explanatory. I interpret this policy to mean that Administration must seek approval via official vote of the School Board to discontinue any educational program at any level that is not required by Minnesota statute. <ol style="list-style-type: none"> a. The State of Minnesota requires the following of all of its high school graduates: <ol style="list-style-type: none"> i. 4 credits of language arts ii. 3 credits of mathematics, including algebra, geometry, statistics and probability sufficient to satisfy the standards. Students in the graduating class of 2015 and beyond must complete an algebra II credit or its equivalent as part of the 3-credit requirement. In addition to the high school credits, students in the graduating class of 2015 and beyond must also complete an algebra I credit by the end of eighth grade. iii. 3 credits of science, including a biology credit. In addition, students in the graduating class of 2015 and beyond must complete a chemistry, physics, or Career and Technical Education (CTE) credit as part of the 3-credit requirement. (The CTE credit must meet the standards underlying the chemistry or physics credit.) iv. 3½ credits of social studies, including U.S. history, geography, government and citizenship, world history and economics. v. 1 credit in the arts vi. 7 elective credits b. In grades K-8 school districts are required to put state academic standards into place so all students have access to high-quality content and instruction. Districts must develop local standards for subjects that do not have state standards. (Source: MDE) Therefore, specific elective courses and programs are not required at 	60

<p>these levels, but the standards embedded in those courses and programs are required to be delivered in some form to students.</p> <p>3. The phrase “adversely affect our reputation and/or diminish educational opportunities” is subjective in nature. Therefore, the discussion regarding “value” becomes a consideration for the School Board rather than one for the Superintendent in the decision-making process.</p>	
<p><u>Justification:</u> The parents and owners of Eden Prairie schools value the broad-based educational program offered by the District as evidenced through strategic planning, designing pathways, and district scientific random sample community surveys conducted over time by Morris Leatherman Company.</p>	
<p><u>Measurement Plan:</u> Compliance shall be evidenced by adherence to the intent and direction of this policy.</p>	
<p><u>Evidence:</u> No programs were eliminated during the reporting period.</p> <p>In March 2022 May 2023, the School Board heard a report from a 3rd party that was based on a valid and reliable scientific research survey of the community. There was no statistically significant impact to the reputation of the district in spite of the pandemic and in many areas the results were at or above all time highpoints. In context to other public education institutions during this time, the public response and report continued to be highly positive.</p>	61
<p><u>Statement of Assertion:</u> EL 2.7.12 is reasonable and in compliance.</p>	
<p>School Board Member’s Notes/Comments:</p>	

**Record of Board Self-Evaluation
Governance Policies**

Monitoring 2022-23 School Year Data: July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the Board is accountable to our Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
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BOARD-MANAGEMENT DELEGATION (BMD) POLICIES					
3.0					
Single Point of Connection	09.25.23				
3.1 Unity of Control	09.25.23				
3.1.1	09.25.23				
3.1.2	09.25.23				62
3.1.3	09.25.23				
3.2					
Delegation to the Superintendent	09.25.23				
3.2.1	09.25.23				
3.2.2	09.25.23				
3.2.3	09.25.23				
3.2.4	09.25.23				
3.3					
Superintendent Accountability and Performance	09.25.23				
3.3.1	09.25.23				
3.3.2	09.25.23				
3.3.3	09.25.23				
3.3.4	09.25.23				
3.3.5	09.25.23				

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Governance Policies**

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Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.0 Global Governance Commitment	10.23.23				
4.0.1	10.23.23				
4.0.2	10.23.23				
4.1 Governing Style	10.23.23				63
4.1.1	10.23.23				
4.1.2	10.23.23				
4.1.3	10.23.23				
4.1.4	10.23.23				
4.1.5	10.23.23				
4.1.6	10.23.23				
4.2 School Board Job Products	10.23.23				
4.2.1	10.23.23				
4.2.2	10.23.23				
4.2.2 - A	10.23.23				
4.2.2 - B	10.23.23				
4.2.2 - C	10.23.23				
4.2.2 - D	10.23.23				
4.2.3	10.23.23				

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Governance Policies**

Monitoring 2022-23 School Year Data: July 1, 2022 – June 30, 2023

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Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.3 Annual Work Plan	10.23.23				
4.3.1	10.23.23				
4.3.2	10.23.23				
4.3.3	10.23.23				
4.4 Officer Roles	09.25.23				64
4.4.1	09.25.23				
4.4.1.1	09.25.23				
4.4.1.2	09.25.23				
4.4.1.3	09.25.23				
4.4.1.4	09.25.23				
4.4.1.5	09.25.23				
4.4.1.6	09.25.23				
4.4.1.7	09.25.23				
4.4.1.8	09.25.23				
4.4.1.9	09.25.23				
4.4.2	09.25.23				
4.4.3	09.25.23				
4.4.4	09.25.23				

**Record of Board Self-Evaluation
Governance Policies**

Monitoring 2022-23 School Year Data: July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the Board is accountable to our Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
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4.5 School Board Members' Code of Conduct	09.25.23				
4.5.1	09.25.23				
4.5.2	09.25.23				
4.5.2.1	09.25.23				
4.5.2.2	09.25.23				65
4.5.2.3	09.25.23				
4.5.3	09.25.23				
4.5.3.1	09.25.23				
4.5.3.2	09.25.23				
4.5.4	09.25.23				
4.5.5	09.25.23				
4.5.6	09.25.23				
4.5.7	09.25.23				
4.5.8	09.25.23				
4.5.8.1	09.25.23				
4.5.8.2	09.25.23				
4.5.8.3	09.25.23				
4.5.8.4	09.25.23				
4.5.8.5	09.25.23				
4.5.8.6	09.25.23				
4.5.8.7	09.25.23				

**Record of Board Self-Evaluation
Governance Policies**

Monitoring 2022-23 School Year Data: July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the Board is accountable to our Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.6 Process for Addressing School Board Member Violations	09.25.23				
4.6.1	09.25.23				
4.6.2	09.25.23				
4.6.3	09.25.23				66
4.6.4	09.25.23				
4.6.4.1	09.25.23				
4.6.4.2	09.25.23				
4.7 School Board Committee Principles	09.25.23				
4.7.1	09.25.23				
4.7.2	09.25.23				
4.7.3	09.25.23				
4.7.4	09.25.23				
4.8 School Board Committee Structure	09.25.23				
4.8.1	09.25.23				
4.8.2	09.25.23				
4.8.3	09.25.23				
4.8.4	09.25.23				

**Record of Board Self-Evaluation
Governance Policies**

Monitoring 2022-23 School Year Data: July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the Board is accountable to our Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.9 Governance Investment	10.23.23				
4.9.1	10.23.23				
4.9.1.1	10.23.23				
4.9.1.2	10.23.23				
4.9.1.3	10.23.23				
4.9.2	10.23.23				67
4.9.3	10.23.23				
4.10 Operation of the School Board Governing Rules	09.25.23				
4.10.1	09.25.23				
4.10.1.1	09.25.23				
4.10.1.2	09.25.23				
4.10.1.3	09.25.23				

**Record of Board Policy Monitoring
Executive Limitations**

Monitoring 2022-2023 School Year Data : July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the board holds the superintendent accountable to our ELs.

Policy	Date	Operational Interpretation – is/is not Reasonable?		Evidence – Board does/does not accept the Superintendent’s assertion of compliance/non-compliance		Date to re-monitor if either the OI is “Not Reasonable” or if Board “does not” accept Superintendent’s assertion of “Compliance”	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
EXECUTIVE LIMITATIONS							
EL 2.0 Global Executive Constraint	12/11/23						
EL 2.1 Emergency Superintendent Succession	08/28/23						
EL 2.2 Treatment of Students	08/28/23						
EL 2.3 Treatment of Parents	09/25/23						68
EL 2.4 Treatment of Staff	10/23/23						
EL 2.5 Financial Planning and Budgeting	12/11/23						
EL 2.6 Financial Management and Operations	09/25/23						
EL 2.7 Asset Protection	08/28/23						
EL 2.8 Compensation and Benefits	10/23/23						
EL 2.9 Communication and Support to the School Board	11/27/23						

**Record of Board Policy Monitoring
ENDS**

Monitoring 2022-2023 School Year Data: July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the board holds the superintendent accountable to our Ends and ELs.

Policy	School Year	<ul style="list-style-type: none"> Operational Interpretation is/is not reasonable. The Evidence does/does not support the Operational Interpretation or supports the Operational Interpretation with exception. 		<ul style="list-style-type: none"> Accept/does not accept the Superintendent's assertion that the evidence demonstrates expected progress OR accept the Superintendent's assertion that the evidence does not demonstrate expected progress. 		Date to bring back the district's plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
ENDS							

1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school.	2022-23	Yes 6/26/23	Yes 6/26/23	10/23/23	10/23/23		69
	2023-24	6/24/24	6/24/24				
1.2 Each student is reading at grade level by the end of third grade.	2022-23	Yes 6/26/23	Yes 6/26/23	10/23/23	10/23/23		
	2023-24	6/24/24	6/24/24				
1.3 Each student achieves individual growth and	2022-23	Yes 6/26/23	Yes 6/26/23	10/23/23	10/23/23		

Record of Board Policy Monitoring

ENDS

Monitoring 2022-2023 School Year Data: July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the board holds the superintendent accountable to our Ends and ELs.

Policy	School Year	<ul style="list-style-type: none"> Operational Interpretation is/is not reasonable. The Evidence does/does not support the Operational Interpretation or supports the Operational Interpretation with exception. 		<ul style="list-style-type: none"> Accept/does not accept the Superintendent's assertion that the evidence demonstrates expected progress OR accept the Superintendent's assertion that the evidence does not demonstrate expected progress. 		Date to bring back the district's plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
ENDS							

proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.	2023-24	6/24/24	6/24/24				70
1.4 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.	2022-23	Yes 6/26/23	Yes 6/26/23	10/23/23	10/23/23		
	2023-24	6/24/24	6/24/24				
1.5 Each student has the 21 st century skills needed to succeed in the global economy.	2022-23	Yes 6/26/23	Yes 6/26/23	10/23/23	10/23/23		
	2023-24	6/24/24	6/24/24				

**Record of Board Policy Monitoring
ENDS**

Monitoring 2022-2023 School Year Data: July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the board holds the superintendent accountable to our Ends and ELs.

Policy	School Year	<ul style="list-style-type: none"> Operational Interpretation is/is not reasonable. The Evidence does/does not support the Operational Interpretation or supports the Operational Interpretation with exception. 		<ul style="list-style-type: none"> Accept/does not accept the Superintendent's assertion that the evidence demonstrates expected progress OR accept the Superintendent's assertion that the evidence does not demonstrate expected progress. 		Date to bring back the district's plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
ENDS							

1.6 Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.	2022-23	Yes 6/26/23	Yes 6/26/23	10/23/23	10/23/23		71
	2023-24	6/24/24	6/24/24				

Resolution of Acceptance of Donations

BE IT RESOLVED by the School Board of Independent School District No. 272 that the School Board accepts with appreciation the following contributions and permits their use as designated by the donors:

District Office:

- Donation of \$12,249.00 – Fat Pants Brewing Company, Eden Prairie – Funds used for School Lunch Debt

SUPERINTENDENT CONSENT AGENDA

A. Semi-Monthly Reports

HUMAN RESOURCES

1. Human Resources – Principals
 - a. New Hires
 - b. Change in Assignment
 - c. Resignation/Retirements
2. Human Resources – Administrative/Supervisory/Technical (AST)
 - a. New Hires

Andrade Lara, Oscar - Administrative Dean, Central Middle School, effective 8/1/2023

Robinson, Constance - Supervisor of Special Services, 1.0 FTE, Administrative Services Center, effective 8/17/2023
 - b. Change in Assignment

Brandt, Marissa - From Office Professional - Student Activities, Eden Prairie High School, to Assistant Director of Student Activities, Eden Prairie High School, effective 8/1/2023

Obuon, Otieno - From Business Teacher, 1.0 FTE, Eden Prairie High School, to Administrative Dean, Eden Prairie High School, effective 8/1/2023
 - c. Resignation/Retirements

Fuller, Cedric - Administrative Dean, Central Middle School, effective 8/25/2023

Krohn, Julie - Multilingual Learning Supervisor, Administrative Services Center, effective 8/25/2023
3. Human Resources – Eden Prairie Supervisors & Specialists (EPSS)
 - a. New Hires

Hession, Lisa - Human Resources Staffing Coordinator, Administrative Services Center, effective 8/9/2023

Park, Jungin “Sophia” - Payroll Services Coordinator, Administrative Services Center, effective 7/31/2023
 - b. Change in Assignment
 - c. Resignation/Retirements
4. Human Resources – Licensed Staff
 - a. New Hires/Rehires

Badger, Jason - Grade 3 Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/28/2023

Bouffleur, Lindsey - Visual Arts Teacher, 1.0 FTE, Cedar Ridge Elementary, effective 9/20/2023-12/21/2023

Carmona Fernandez, Carmen - Art Teacher, Eden Prairie Online, effective 8/28/2023

Cline, Brittney - Special Education Teacher, 1.0 FTE, Oak Point Elementary, effective 8/28/2023

Drezdson, Sara - Kindergarten Teacher, 1.0 FTE, Oak Point Elementary, effective 8/28/2023

Eggan, Leslie - Talent Development Programming Specialist 6-8, 1.0 FTE, Central Middle School, effective 8/28/2023

Ewing, Diane - Business Teacher, 1.0 FTE, Eden Prairie High School, effective 8/28/2023

Farniok, Kari - Family and Consumer Sciences Teacher, 1.0 FTE, Eden Prairie High School, effective 8/28/2023

SUPERINTENDENT CONSENT AGENDA

Gergen, Emily - EL Teacher, 1.0 FTE, Eden Lake Elementary, effective 8/28/2023
Holloway, Malakai - Visual and Theater Arts Teacher, 1.0 FTE, Central Middle School, effective 8/28/2023
Guzman, Monica - Art Teacher, .667 FTE, Oak Point Elementary and Eagle Heights Spanish Immersion, effective 8/28/2023
Huang, He - Chinese Teacher, Eden Prairie Online Secondary, effective 8/28/2023
Hunter, Natalie - Special Education Teacher, 1.0 FTE, Cedar Ridge Elementary, effective 8/28/2023
Jaen, Elizabeth - World Language - Spanish Teacher, 1.0 FTE, Prairie View Elementary, effective 8/28/2023
Kelzer, Kelsey - Grade 5 Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/28/2023
Kenutis, Matthew - Business Teacher, 1.0 FTE, Eden Prairie High School, effective 8/28/2023
Klein, Angela - Special Education Teacher, 1.0 FTE, Eden Prairie Online, effective 8/28/2023
Krenz, Megan - Elementary Interventionist, .5 FTE, Oak Point Elementary, effective 8/28/2023
Kyllo, Brooke - School Nurse, 1.0 FTE, Eden Lake Elementary and Forest Hills Elementary, effective 8/28/2023
Lange Brar, Jessica - Instructional Excellence Coach - TOSA, 1.0 FTE, Eden Prairie High School, effective 8/28/2023
Larson, Wesley - School Psychologist, .6 FTE, Eden Prairie Online, effective 8/28/2023
Lillestol, Jack - Business Teacher, 1.0 FTE, Central Middle School, effective 8/28/2023
Rekow, Anna - Kindergarten Teacher, 1.0 FTE, Oak Point Elementary, effective 8/28/2023
Melicher, Anna - Speech Language Pathologist, 1.0 FTE, Eden Lake Elementary, effective 8/28/2023
Mercer, Megan - Business Teacher, 1.0 FTE, Eden Prairie High School, effective 8/28/2023
Minarsich, Kaitlyn - Social Studies Teacher, .333 FTE, and AVID Teacher, .667 FTE, Eden Prairie High School, effective 8/28/2023
Ogden, Melissa - Grade 4 Teacher, 1.0 FTE, Oak Point Elementary, effective 8/28/2023
Rodriguez-Aguilera, Lisbeth - Grade 2 Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/28/2023
Schuler, Madison - Speech Language Pathologist, 1.0 FTE, Cedar Ridge Elementary, effective 8/28/2023
Spriggs, Madeline - Kindergarten Teacher, 1.0 FTE, Oak Point Elementary, effective 8/28/2023
Sullivan, Ashleigh - Grade 3 Teacher, 1.0 FTE, Oak Point Elementary, effective 8/28/2023
Vinson, Kathleen - English/Language Arts, 1.0 FTE, Central Middle School, effective 8/28/2023
Wang, Yi-Ting - Chinese Teacher, .5 FTE, Eden Prairie High School and .25 FTE, Central Middle School, effective 8/28/2023

SUPERINTENDENT CONSENT AGENDA

- Zak, Levi - Social Studies Teacher, 1.0 FTE, Eden Prairie High School, effective 8/28/2023
- b. Change in Assignment
Anderson, Liza - From Special Education Paraprofessional to Family and Consumer Sciences Teacher, .83 FTE, effective 8/28/2023
Lindgren, Michael - From Special Education Paraprofessional at Central Middle School to DAPE Teacher, 1.0 FTE, Eden Lake Elementary, effective 8/28/2023
- c. Resignation/Retirements
Cephus, Faith - Grade 1 Teacher, 1.0 FTE, Cedar Ridge Elementary, effective 6/9/2023
Deeken, Deanna - Q-Comp Coach, 1.0 FTE, Eden Prairie High School, effective 6/9/2023
Gaertner, Sarah - Withdrew acceptance, Special Education Teacher, 1.0 FTE, Eden Prairie Online, effective 8/28/2023
Harding, Anna - EL Teacher, 1.0 FTE, Eden Lake Elementary, effective 6/9/2023
Harvey, Shadiyah - Health Teacher, 1.0 FTE, Central Middle School, effective 6/9/2023
- d. Leave of Absence
Gallagher, Hannah - Special Education Teacher, 1.0 FTE, Eden Lake Elementary, 1-year Childcare leave, effective 8/28/2023
5. Human Resources – Classified Staff
- a. New Hires/Rehires
BUILDING SERVICES
CLASS
Abdillahi, Asha - Receptionist, Eden Lake Elementary, 8 hours/day, 5 days/week, 222 days/year, effective 8/15/2023
Castillo, Kim - Receptionist, Forest Hills Elementary, 8 hours/day, 5 days/week, 191 days/year, effective 8/14/2023
Vue, Cheelu - Office Professional - Media, Central Middle School, 7.5 hours/day, 5 days/week, 185 days/year, effective 8/28/2023
FOOD SERVICE
Dualeh, Fadumo - Food Service Assistant I, Prairie View Elementary, 5 hours/day, 5 days/week, 178 days/year, effective 9/5/2023
McMillan, Jamarious - Food Service Assistant I, Floater, Eden Prairie High School, 4 hours/day, 5 days/week, 178 days/year, effective 9/5/2023
Peterson, June - Food Service Assistant I, Floater, Prairie View Elementary, 4.5 hours/day, 5 days/week, 178 days/year, effective 9/5/2023
MSEA
Bresnahan, Robert - Reading Support Paraprofessional, 6 hours/day, 5 days/week, 178 days/year, effective 9/5/2023
Butler, Ako - Special Education Paraprofessional, Oak Point Elementary, 6.25 hours/day, 5 days/week, 178 days/year, effective 9/5/2023
Hardwick, Chad - Special Education Paraprofessional, Eden Prairie High School, 6 hours/day, 5 days/week, 178 days/year, effective 9/5/2023
Ismail, Hayat - Special Education Paraprofessional, Central Middle School, 5.5 hours/day, 5 days/week, 178 days/year, effective 9/5/2023
Kristjanson, Emily - Eagle Zone Program Assistant, Community Education / Oak Point Elementary, 4 hours/day, 5 days/week, 178 days/year, effective 9/5/2023

SUPERINTENDENT CONSENT AGENDA

Passante, Carl - Special Education Paraprofessional, Prairie View Elementary, 6.25 hours/day, 5 days/week, 178 days/year, effective 9/5/2023

Pederson, Kimberly - Health Services Paraprofessional, Prairie View Elementary, 6.25 hours/day, 5 days/week, 178 days/year, effective 9/5/2023

Sandness, Rebecca - Special Education Paraprofessional, Forest Hills Elementary, 6 hours/day, 5 days/week, 178 days/year, effective 9/5/2023

Sarkela, Teresa - Special Education Paraprofessional, Oak Point Elementary, 6 hours/day, 5 days/week, 178 days/year, effective 9/5/2023

Van Vliet-Lindquist, Nina - Special Education Paraprofessional, Cedar Ridge Elementary, 6.25 hours/day, 5 days/week, 178 days/year, effective 9/5/2023

Whittaker, Jessica - Special Education Paraprofessional, Forest Hills Elementary, 5 hours/day, 5 days/week, 178 days/year, effective 9/5/2023

Wilson, Emma - Special Education Paraprofessional, Central Middle School, 6.5 hours/day, 5 days/week, 178 days/year, effective 9/5/2023

PRESCHOOL TEACHERS

TRANSPORTATION

b. Change in Assignment

BUILDING SERVICES

CLASS

Muffenbeier, Michelle - From Reading Support Paraprofessional, Cedar Ridge Elementary to Office Professional - Media, Cedar Ridge Elementary, 5 hours/day, 5 days/week, 185 days/year, effective 8/28/2023

FOOD SERVICE

MSEA

PRESCHOOL TEACHERS

TRANSPORTATION

c. Resignation/Retirements

BUILDING SERVICES

CLASS

Babington, Elizabeth - Receptionist, Eagle Heights Spanish Immersion, effective 6/9/2023

Rocha, Karla - Cultural Liaison - Spanish, Community Education, 8 hours/day, 5 days/week, 260 days/year, effective 8/21/2023

FOOD SERVICE

Moen, Andrea - Food Service Assistant, Eden Prairie High School, effective 6/8/2023

Sayyad, Nazmeen - Food Service Assistant, Eden Lake Elementary, effective 6/8/2023

MSEA

Babington, Elizabeth - Power Reading Paraprofessional, Eagle Heights Spanish Immersion, effective 6/8/2023

Bender, Jennifer - Lunchroom Paraprofessional, Eagle Heights Spanish Immersion, effective 6/8/2023

Bryhn, Melissa - Lunchroom, Kindergarten, Check in/Check out, and Health Services Paraprofessional, Prairie View Elementary, effective 6/8/2023

Collins, Brenda - Kindergarten Paraprofessional, Oak Point Elementary, effective 6/8/2023

Joyce, Amber - Special Education Paraprofessional, District Wide, effective 6/8/2023

Krause, Mercedes - Little Eagles Preschool Paraprofessional, Community Education, effective 6/8/2023

SUPERINTENDENT CONSENT AGENDA

Lesnikowski, Tracy - Special Education Paraprofessional, Prairie View Elementary, effective 6/8/2023

Novara-Frakes, Gina - Kindergarten Paraprofessional, Oak Point Elementary, effective 6/8/2023

Ranieri-D'Ovidio, Anna - Special Education Paraprofessional, Central Middle School, effective 6/8/2023

Tickle, Susan - Lunchroom Paraprofessional, Prairie View Elementary, effective 6/8/2023

PRESCHOOL TEACHERS

Krause, Kourtney - Little Eagles Preschool Teacher, Community Education, effective 6/9/2023

TRANSPORTATION

Nelson, Michael - Bus Driver, Transportation, effective 6/8/2023

TERMINATIONS

Termination Employee A - effective 5/26/2023

Termination Employee B - effective 6/8/2023

Board Business

General Consent Agenda

Approval of Payments, all funds, June 2023

Check #417006-417386	\$3,444,391.59
Electronic Disbursements	\$5,054,990.95
TOTAL	\$8,499,382.54

Approval of Payments, all funds, July 2023

Check #417387-417742	\$6,274,879.41
Electronic Disbursements	\$4,114,984.40
TOTAL	\$10,389,863.81

Acknowledgment of Electronic Transfers June 2023

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
11/19/21	PMA Financial	MNTrust	.125%	6/30/23	\$2,007,033.44
2/16/2023	PMA Financial	MNTrust	4.700%	7/25/2023	\$3,061,421.92



Eden Prairie Schools
8100 School Road
Eden Prairie, MN 55344
Main Office: 952-975-7000
Fax: 952-975-7020
www.edenpr.org

August 23, 2023

To: Dr. Josh Swanson, Superintendent
From: Dr. Carlondrea Hines, Associate Superintendent
Re: Student Handbook Revisions

EPS School Administration recommends the following adds/revisions to the student handbook in response to Minnesota Legislative updates to school discipline. The revised handbooks will reflect language and practices that addresses nonexclusionary discipline, malicious and sadistic conduct, and removal from the classroom. In addition, both EPO Handbooks now address “15 day drop” practices.

These revisions are being made after receiving recommended policy language from the Minnesota School Board Association (MSBA), reviewing requirements, consulting with site administrators on practices that work within our schools, and speaking with our legal counsel. To be in compliance with statutory requirements, I propose the revised language be approved in all handbooks. This will also align our handbooks to required policy updates. Only the handbook sections presented will be updated. The rest of the handbooks will be unchanged as they were previously presented and approved by the school board.



EDEN PRAIRIE SCHOOLS

Inspiring each student every day™

ELEMENTARY SCHOOL HANDBOOK



2023-2024

EDEN PRAIRIE SCHOOLS, ISD #272

8100 SCHOOL ROAD

EDEN PRAIRIE, MN 55344

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Safe and Supportive Schools

Student Behavior: Expectations of Adults and Students

Safe and Supportive Schools

Eden Prairie Schools believes each student, regardless of age, race, gender, ability level, religious beliefs, national origin, sexual orientation (actual or perceived), or physical attributes, deserves the right to be educated in an environment that does not interfere with their educational opportunities or ability to participate in school functions or activities or receive school benefits, services, or privileges.

According to the Minnesota Safe and Supportive Schools Act, bullying means any intimidating, threatening, abusive, or harming conduct that is objectively offensive in nature. Furthermore, there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior, and the conduct is **repeated or forms a pattern**. The act of cyber-bullying, which refers to bullying others by using technology or other electronic devices, or retaliation for asserting, alleging, reporting, or providing information about bullying or knowingly making a false report about bullying in any form are prohibited as well. Acts of bullying towards another student or groups of students will not be tolerated and will be dealt with in a swift and serious manner. **Bullying does not refer to a one-time argument or disagreement between students.**

Our intent is to create and maintain a safe and welcoming environment by taking a proactive rather than reactive approach. To prevent or stop bullying or cyberbullying behaviors, we will provide ongoing training around anti-bullying techniques and strategies for all staff and students.

If bullying occurs on any district property (i.e. school building, school grounds, bus stop, walking route to and from school, school bus, school related vehicles) or at any school-related function, school-sponsored activity, event, or trip, the incident should be reported to the building's designated primary contact person (principal, associate principal, or social worker) who will begin an investigation as soon as possible. If bullying/cyber-bullying takes place off of school property and impacts the educational process, it should be reported to the school. In the event an act of cyber-bullying has occurred the same protocol will be followed. Cyber-bullying may take place on or off school property.

Expectations of Adults and Students

Teachers and school personnel seek to co-create a positive learning environment with students in classrooms, and as a school community. This includes building trusting relationships with each student by getting to know individual strengths, interests, and culture. Schools will foster a learning environment that values multiple perspectives and articulates how our differences make us stronger.



Behavioral expectations specific to all areas of school, for example, classrooms, hallways, bathrooms, lunchroom, playground, and school buses, are taught at the beginning of the school year. Behavior expectations are re-taught and positively reinforced throughout the year to promote a safe, welcoming, and engaging learning environment for each child.

If students demonstrate inappropriate behavior at school, an adult will seek to understand what happened, support the child in reflecting on their behavior, and provide opportunities for restoring relationships, as applicable. In addition, specific consequences may be applied; parents may be contacted, depending on the nature of the behavior, frequency of the behavior, and severity of the specific incident.

Adults will:

1. Create a balanced approach for all learning.
2. Create a climate for learning that includes:
 - Providing opportunities for students to explore and construct their learning through student choices, practice, trial, error and reworking
 - Knowing the students culturally, and individually, by being fully cognizant of their individual strengths and interests
 - Co-creating classroom rituals that maximize learning bell-to-bell
 - Creating a climate that respects difference and allows for multiple perspectives without hurting others
 - Fostering opportunities for students to take responsibility for academic, social, and emotional expectations in monitoring their self-control
 - Responding to unexpected behaviors in restorative ways that support accountability and healing to rebuild the learning community
3. Provide Non-Exclusionary Disciplinary Practices (may include but are not limited to):
 - Positive Behavior Intervention Supports (PBIS)
 - Caring School Community Instruction
 - Multi Tiered System of Support Processes (MTSS)
 - Check In - Check Out
 - Small group direct and explicit teaching of social and emotional skills
 - Removal from classroom with academic and/or social/emotional instruction
 - Motor break
 - In class accommodations (seating, fidget, journaling, calming space, etc.)
 - Personal behavior/incentive chart
 - Parent email, TalkingPoints
 - Parent phone call

Students will:



1. Participate fully in the learning experience, including curricular, co-curricular and extracurricular activities, from the moment he/she is on the bus until s/he is returned home, at all district activities and events.
2. Participate actively in the learning experience by being fully engaged, fully prepared, raising engaging questions, and effectively and positively communicating with all students and staff.
3. Participate actively in the learning experience by sharing information about themselves—strengths, weakness, and culture to create common bonds in curricular, co-curricular and extracurricular activities.
4. Participate actively in the learning experience by respecting differences while asserting perhaps a divergent viewpoint, doing so without harm to the other students, staff, team, other leader, and property.
5. Demonstrate empathy (knowing others) to build fruitful relationships that create a cohesive learning opportunity for all and through self-control behave in an ethical manner from the moment he/she is on the bus until s/he is returned home.

If a student is unable to demonstrate how to be Safe, Responsible, and Kind and disrupts the learning for other students, adults may:

- Redirect and re-instruct to ensure that student fully understands the expectations
- Work in partnership with family, students, staff and other significant adults to restoratively determine additional strategies and/or consequences
- Refer to peer mediation, conflict resolution or other restorative processes
- Consider removal from class, possibly through suspension or expulsion

Severe Behavior

The Eden Prairie Schools' student management program is based on the foundation that students have a right to be educated in a safe and supportive learning environment. Teachers or adults in authority have the responsibility to require appropriate behaviors of all students so they can deliver instruction effectively. Behaviors which are considered "severe" will be met with a stricter set of consequences, depending on the severity of the behavior, the frequency of the occurrence, and the student's age. Severe behavior incidents include, but is not limited to:

- Fighting/assault/or causing physical harm to another
- Use/possession of controlled substances including tobacco
- Written or verbal threats
- Property damage
- Stealing
- Possession of a weapon or toy replica weapons
- Harassment of another individual, including hazing, sexual or racial harassment, or verbal abuse
- Attempting to access inappropriate websites when working on the computer



- Other behaviors that cause excessive disturbance to the school day

These behaviors are subject to one or more of the following consequences:

- Parent phone call and conference
- In-school or out-of-school suspension
- Restitution
- Referral to Eden Prairie Police Department
- Referral to outside agencies
- Recommendation for expulsion

The Pupil Fair Dismissal Act (Statutes 121A.40-121A.56) will be followed with reference to any out-of-school suspension.

Removal From Class

If a student's behavior results in removal, the following process will be followed:

1. Staff contacts the office, and the response team responds to determine whether student removal is necessary. Administrator or designee will determine appropriate placement.
2. Every effort will be made to support students returning to class and will not exceed more than five hours. If a student is removed from class, access to instruction will be provided.
3. If a student is removed from class, an administrator or an administrator designee will supervise the student.
4. An administrator or designee will engage the student in a discussion of the incident including the reteaching of expectations.
5. A restorative conversation will occur between the student and those involved upon reentry.
6. Administrator or designee will notify parents of the situation and ensure consequences. Administrator or designee will record incident in the appropriate record keeping repository (ie. Campus).
7. A team meeting will be held for a student identified as having a disability or a perceived disability who is being removed from class in order to review if an assessment or further assessment is needed and if a review of the adequacy of the current Individualized Education Program (IEP) or if a referral for special education services is needed.
8. If a student is being removed from class due to suspected chemical abuse while on school premises, staff will immediately notify the school's administration and chemical abuse pre-assessment team member or staff member assigned to duties similar to those of such teams.



EDEN PRAIRIE SCHOOLS
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CENTRAL MIDDLE SCHOOL HANDBOOK



2023-2024

EDEN PRAIRIE SCHOOLS, ISD #272
8100 SCHOOL ROAD
EDEN PRAIRIE, MN 55344

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Activity Bus:

Students must demonstrate appropriate behaviors on the school activity bus.

Guidelines for Potential Consequences:

- a. **First Offense:** Dean Conference, parent/guardian contact.
- b. **Second Offense:** Dean conference, parent/guardian contact, possible bus suspension. Detention.
- c. **Third Offense:** Dean conference, parent/guardian meeting, bus suspension.
- d. Additional offenses will result in more lengthy bus suspension.

Alcohol/Chemicals, Possession, Use or Under the Influence of:

The possession, use, distribution, delivery, transfer, sale or purchase of any controlled substance at school is strictly prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** Up to 3-day suspension, confiscation, police referral, chemical health referral.
- b. **Second Offense:** Up to 5-day suspension, police referral.
- c. **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion. Police referral.

Attendance/Unexcused:

Students are expected to be in school and in each class unless otherwise excused by a staff member or parent/guardian. Refer to the [Attendance Section](#) below for more details as well as guidelines for potential consequences.

Bullying/Cyberbullying:*****Bullying defined:**

Intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

- There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, service, or privileges.

*****Cyberbullying defined:**

Bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. This includes use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts the school environment or interferes in a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.

*****Malicious and sadistic conduct defined:**

Creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

Guidelines for Potential Consequences:

- a. **First Offense:** Possible Suspension or ISS. Restorative Practice/Mediation.
- b. **Second Offense:** Up to 3 day suspension. Restorative Practice/Mediation. Parent/guardian meeting with staff and student.
- c. **Third Offense:** Up to 5 day suspension. Parent/guardian meeting with staff and student. Possible referral for expulsion.

Behavior Guidelines

In order to maintain a safe and orderly learning environment, the following guidelines regarding student behavior will be followed. These are guidelines only and do not include all possible student offenses. See Eden Prairie School District Policy 506.7. The School District retains the right to suspend or expel a student or impose other disciplinary action at their discretion, based on the severity of behavior, the facts, circumstances, and nature of a student offense and the student's disciplinary record.

Abuse, Verbal or Written:

The use of language or actions that are obscene, intimidating or that degrades other people or incites other people is prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** Expectations review. (unless sexual or racial abuse/threats--see #18 below), restorative mediation, parent/guardian contact.
- b. **Second Offense:** Expectations review and ISS, restorative mediation, parent/guardian meeting.
- c. **Third Offense:** Up to 5 day suspension. Parent/guardian meeting.

Academic Integrity:

Plagiarism and cheating are not allowed in our educational environment. Honesty and integrity are essential to excellence in education.

Guidelines for Potential Consequences:

- a. **First Offense:** Parent/guardian contacted by teacher. Loss of privileges. Plan for success developed in partnership with teacher.
- b. **Second Offense:** Parent/guardian contacted by teacher. Documentation. Loss of privileges.
- c. **Third Offense:** Administrative conference to determine next action.

Activity Bus:

Students must demonstrate appropriate behaviors on the school activity bus.

Guidelines for Potential Consequences:

- a. **First Offense:** Dean Conference, parent/guardian contact.
- b. **Second Offense:** Dean conference, parent/guardian contact, possible bus suspension. Detention.



- c. **Third Offense:** Dean conference, parent/guardian meeting, bus suspension.
- d. Additional offenses will result in more lengthy bus suspension.

Alcohol/Chemicals, Possession, Use or Under the Influence of:

The possession, use, distribution, delivery, transfer, sale or purchase of any controlled substance at school is strictly prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** Up to 3-day suspension, confiscation, police referral, chemical health referral.
- b. **Second Offense:** Up to 5-day suspension, police referral.
- c. **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion. Police referral.

Attendance/Unexcused:

Students are expected to be in school and in each class unless otherwise excused by a staff member or parent/guardian. Refer to the [Attendance Section](#) below for more details as well as guidelines for potential consequences.

Bullying/Cyberbullying:

*****Bullying defined:**

Intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

- There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, service, or privileges.

*****Cyberbullying defined:**

Bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. This includes use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts the school environment or interferes in a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.

*****Malicious and sadistic conduct defined:**



Creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

Guidelines for Potential Consequences:

- a. **First Offense:** Possible Suspension or ISS. Restorative Practice/Mediation.
- b. **Second Offense:** Up to 3 day suspension. Restorative Practice/Mediation. Parent/guardian meeting with staff and student.
- c. **Third Offense:** Up to 5 day suspension. Parent/guardian meeting with staff and student. Possible referral for expulsion.

Cell Phones:

Cell phone use during the school day is prohibited unless permission is otherwise granted by a staff member. If a message is to be relayed to a student during the school day, parents or guardians should contact the main office. The use of cell phones or other video recording devices in bathrooms and locker rooms is strictly prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** Conference with Dean, confiscation of phone.
- b. **Second Offense:** Phone to be picked up by parent/guardian.
- c. **Third Offense:** Phone to be picked up by parent/guardian, and parent/guardian meeting.

Disruptive/Disorderly/Insubordination Behavior:

Disruptive behavior at school locations or at school sponsored activities is prohibited.

Disruptive behavior means acts that disrupt, interfere or threaten to disrupt the educational process or school functions, including, but not limited to horseplay, disobedience, disrespectful behavior, inappropriate language, instigating a school disruption, discrimination or defiance of authority, or failure to report any of the aforementioned behaviors. Disruptive behavior includes insubordination. Insubordination is defined as: Deliberate refusal to follow an appropriate direction given by a staff member.

Guidelines for Potential Consequences:

- a. **First Offense:** Up to 1-day dismissal from class or activity, suspension, and mediation.
- b. **Second Offense:** Up to 3-day dismissal from class or activity, suspension, conference with teacher, parent/guardian meeting.
- c. **Third Offense:** Suspension, pending referral to MTSS team for additional support and intervention.



Dress and Grooming:

Central Middle School encourages students to take pride in their attire as it relates to the school setting. Students should dress in a manner that, in addition to the following guidelines, takes into consideration the educational environment, safety, health and welfare of self and others. Students' clothing must not become a distraction to the educational environment. Below is a list of examples of things not allowed in school. This list is not all-inclusive. Final decisions on student dress code will be made by building administrators. Dress and/or grooming that is disruptive or potentially disruptive to the educational process is prohibited, including, but not limited to, the following:

- a. Wearing clothing that includes words or pictures which are obscene, vulgar, abusive, discriminatory, racist, sexist or otherwise degrading or sexually suggestive or which promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors.
- b. Wearing clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups or supremacist groups is prohibited.
- c. Wearing clothing that does not cover, chest, or buttocks. Clothing that does not cover undergarments, and undergarments that are worn as outer garments.
- d. Wearing see-through pants and shirts are prohibited.
- e. Wearing a costume face mask or wigs in school that would not allow the student to be identified is prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** Expectation review, If necessary, parents/guardians may be called to bring appropriate clothing to school.
- b. **Second Offense:** Detention, Parent/Guardian contacted.
- c. **Third Offense:** Possible ISS, Parent/Guardian meeting.

False Emergency Alarm:

Intentionally giving a false alarm of a fire or tampering or interfering with any fire alarm is prohibited. False 911 reporting from any school phone is prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** Up to a 5 day suspension pending review by school & district administration for recommendation for expulsion, and police referral.

Fighting/Assault:

Engaging in any form of fighting (regardless of who initiated the fight), assault, or inciting a fight/assault (including filming a fight or assault) is prohibited. Fighting/assault includes, but is not limited to, hitting, slapping, pulling hair, biting, shoving, pushing, kicking, scratching or



any other acts in which a student intentionally inflicts or attempts to inflict bodily harm on another person.

Guidelines for Potential Consequences:

- a. **First Offense:** Up to 3 day suspension. Referral to School Social Worker. Mediation. Possible police referral. When appropriate teacher notification pursuant MN statute 121A.64
- b. **Second Offense:** Up to 5 day suspension. Referral to School Social Worker. Mediation. Police referral. When appropriate teacher notification pursuant MN statute 121A.64
- c. **Third Offense:** Up to 10 day suspension and possible referral to district administration for expulsion.

Roughhousing (Pushing, Shoving, Scuffling):

Physical contact such as but not limited to pushing, shoving, or scuffling that is not defined as an assault or fighting is prohibited. This also includes other physically intimidating contact (such as “slap boxing” and “neck slapping”) aimed at another student. In the event that pushing, shoving or scuffling constitutes a fight or assault, consequences for those violations will be imposed.

Guidelines for Potential Consequences:

- a. **First Offense:** Up to 3 day suspension. Referral to School Social Worker. Mediation. Possible police referral. When appropriate teacher notification pursuant MN statute 121A.64
- b. **Second Offense:** Up to 5 day suspension. Referral to School Social Worker. Mediation. Police referral. When appropriate teacher notification pursuant MN statute 121A.64
- c. **Third Offense:** Up to 10 day suspension and possible referral to district administration for expulsion.

Littering/Lunchroom:

Out of respect to our maintenance staff, the school, and to each other, students are expected to clean up after themselves. Students are responsible for the mess at their tables and for leaving the table clean in the cafeteria.

Students are expected to deposit all trash in school-provided receptacles. This includes trash generated anywhere on the school campus. Students are responsible for cleaning any trash generated by themselves or by the members of their group.

Guidelines for Potential Consequences:

- a. **First Offense:** Dean conference, review of expectations
- b. **Second Offense:** Restitution, lunch detention, parent/guardian contact.
- c. **Third Offense:** Restitution, lunch detention, parent/guardian meeting.



Non-compliance/Refusal:

Non-compliance/refusal is when a student does not act in accordance with classroom/school/teacher expectations. This can include, but is not limited to: walking out of class without teacher permission, using a pass for an extended amount of time without permission, refusing to walk in the halls, and being in an area of the building without the guidance of an adult.

Guidelines for Potential Consequences:

- a. **First Offense:** Up to 1-day dismissal from class or activity and mediation.
- b. **Second Offense:** Up to 3-day dismissal from class or activity, possible ISS, conference with teacher, parent/guardian meeting.
- c. **Third Offense:** Possible suspension, pending Referral to MTSS team for additional support and intervention.

Nuisance Objects:

Possession, use or distribution of any object that causes distractions, such as wallet chains, squirt guns, games, dice, playing cards, laser pens, etc. is prohibited. Skateboards, in-line skates and scooters must be kept in the student's locker at all times.

Guidelines for Potential Consequences:

- a. **First Offense:** Confiscation.
- b. **Second Offense:** Detention, confiscation.
- c. **Third Offense:** Detention, confiscation, parent/guardian meeting.

Posting Disruptive Videos/Photos:

Students must not make or disseminate (while on or off school property) recordings, photographs, or videos of anyone without their prior consent. Any making or dissemination of a recording must not disrupt the civil and respectful atmosphere toward teachers, other employees, and students alike. Recordings that are considered disruptive include, but are not limited to, recordings that are demeaning, derogatory, or sexually suggestive toward a student or employee. This policy applies to District-issued and personal devices that are used to make the recording. If recordings or photographs are made without approval or they substantially disrupt and interfere with school, the video must be removed and consequences provided.

Guidelines for Potential Consequences: (refer to i-Learn + personal devices)

- a. **First Offense:** Possible Suspension or ISS. Restorative Practice/Mediation.
- b. **Second Offense:** Up to 3 day suspension. Restorative Practice/Mediation. Parent/guardian meeting with staff and student.
- c. **Third Offense:** Up to 5 day suspension. Parent/guardian meeting with staff and student. Possible referral for expulsion.



Selling Items for Profit:

Students may only bring items that are necessary for their personal use during the school day. Students are not allowed to exchange any items for money or trade. Any items for sale or distribution will be confiscated.

Guidelines for Potential Consequences:

- a. **First Offense:** Confiscation, expectation review and phone call home.
- b. **Second Offense:** Restitution, detention, confiscation and phone call home.
- c. **Third Offense:** Confiscation and parent/guardian meeting

Tardies:

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

Guidelines for Potential Consequences:

- a. **First Offense:** Expectation review, meeting with a Dean
- b. **Second Offense:** Meeting with Dean, phone call home
- c. **Third Offense:** Parent/Guardian meeting, detention, behavior plan

Technology (School Issued) Misuse:

(See [i-Learn Expectation Section](#) of Handbook)

Guidelines for Potential Consequences: Violations of these expectations could result in any of the following: removal of technology usage, disciplinary action (detention, legal action, police referral).

- a. **First Offense:** Expectations review
- b. **Second Offense:** iPad Restriction up to two weeks
- c. **Third Offense:** iPad Restriction up to nine weeks
- d. **Fourth Offense:** Permanent iPad restriction

Theft, Receiving or Possessing Stolen Property:

The unauthorized taking, using, transferring, hiding, or possessing of the property of another person without the consent of the owner, or the receiving of such property, is prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** Detention, up to 3-day suspension, possible police referral and restitution.
- b. **Second Offense:** Up to 5-day suspension, police referral and restitution.
- c. **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion, police referral and restitution



Threats and Intimidation; Physical, Verbal or Written:

Any language (oral or written) or gestures including the use of electronic devices or physical intimidation that are meant to threaten or cause fear of bodily harm or death is prohibited.

Guidelines for Potential Consequences:

- a. **Any Offense:** Suspension pending review by school & district administration for recommendation for expulsion, and police referral.

Tobacco/Vaping Possession or Use:

Central Middle School, in compliance with school district policy, is proud to encourage and support a tobacco-free environment. Smoking, vaping, chewing, possessing or using tobacco in any form including e-cigarettes at any time, at any school location including school vicinity, or at a school-sponsored activity is strictly prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** Suspension, police referral, confiscation, parent/guardian contact.
- b. **Second Offense:** Suspension, police referral, confiscation, parent/guardian meeting.
- c. **Third Offense:** Suspension, Restricted study, parent/guardian meeting, social work involvement to set up plans for success, chemical health referral.

Transportation:

Bus ridership is a privilege, not a right. Students are responsible for keeping their bus area clean. If students damage a bus, they will have to make restitution. If students do not follow the rules, they can lose their bus riding privileges. Any disruptive behavior, as defined under school policy, while riding a school bus is prohibited. This includes not remaining seated, throwing objects, disruptive behavior at a bus stop or to and from the bus stop, tampering with emergency or safety equipment, and lighting flammable devices, throwing objects or disruptive behavior at a bus stop or to and from the bus stop.

Secondary students who commit a fourth or fifth offense may be suspended from riding the bus for the remainder of the school year. Severe behavior will move the student immediately to a higher level of offense, based on the severity of the action and/or previous bus violations. In addition, school management guidelines will be enforced when appropriate.

Guidelines for Potential Consequences:

- a. **First Offense:** Warning given. Expectation review.
- b. **Second Offense:** Up to 3-day bus suspension.
- c. **Third Offense:** Up to 5-day bus suspension and conference with student, parent/guardian, transportation representative.



Vandalism:

Defacing, cutting or damaging property, technology or telecommunication equipment that belongs to the school district, other students, staff members or other individuals is prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** Detention, restitution/cleaning, possible police referral.
- b. **Second Offense:** Restitution/cleaning, possible suspension, and police referral.
- c. **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion, police referral and restitution.

Weapons:

In accordance with federal, state, and district policies, no weapons are permitted on school grounds. Anyone who has reason to believe a weapon is on a school site, bus, or at a school-sponsored activity has a duty to report that information to the site administrator, police officer, or any adult supervisor. Possession is defined as, but not limited to, having a weapon on one's person or in an area subject to one's control in a school environment. Definition: A "weapon" means any object, device, instrument, or substance designed as a weapon or through its use is capable of threatening or producing bodily harm, or which may be used to inflict self-injury, including, but not limited to:

- a. all firearms, loaded or unloaded, functional or non-functional, look-alike or facsimile of a real weapon, or any other device or instrument having the appearance of a weapon
- b. all knives
- c. objects designed to be worn over fists or knuckles
- d. blackjacks, clubs, Nunchaku ("nunchucks"), throwing stars
- e. explosives, incendiary devices, bombs, fireworks, or other similar devices which can cause an explosion
- f. bows and arrows, slingshots, razors
- g. poison chemicals including mace, pepper gas, or similar sprays, or chemical components and/or mixture which can cause an explosion
- h. firearm muffler, silencer, or ammunition
- i. any object modified to serve as a weapon
- j. articles designed for other purposes (pencils, scissors, etc.) but used to inflict bodily harm and/or intimidate others

Guidelines for Potential Consequences:

- a. **First Offense:** Confiscation of the weapon (if it can be done safely). 10-day suspension pending recommendation for expulsion from school for a period of not to exceed one year (365 days). Referral to police.



***Students with disabilities who violate the weapons policy shall be disciplined in accordance with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.

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

Unique Situations:

Discipline situations that arise which are not covered by these guidelines will be handled on a case-by-case basis. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations may call for an adjustment in the discipline policies to meet the school and/or district's needs.

Suspension Procedures

Any student who is being suspended from school for more than one day will be provided written notice containing: the grounds for suspension, facts giving rise to the dismissal, a description of the testimony, a readmission plan, and a copy of the Pupil Fair Dismissal Act. A copy of the notice will be personally served upon the student at or before the time the suspension is to take effect, unless the student will create an immediate and substantial danger to surrounding persons or property. The parents or guardians of the student shall be provided written notice of the suspension by mail within 48 hours of the informal conference. The parent or guardian's notice will include all the elements contained in the student's notice. The administration will make reasonable efforts to notify the student's parents or guardians of the suspension as soon as possible following suspension.

- **Any suspension that exceeds five days in length will be accompanied by an explanation to the superintendent listing the reasons why the suspension exceeded five days in length.**
- **The student will be allowed to complete all schoolwork assigned during the period of suspension and receive full credit for satisfactorily completing all assignments.**



- Upon return from a suspension, the student and parent/guardian will meet with a school administrator for a reentry meeting. The reentry plan for the student will be visited during this meetings. Reentry plans may include an agreed upon behavior contract.

Non Exclusionary Policies and Practices

Non Exclusionary disciplinary policies and practices means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services.

Behavior Consequence Definitions

- **In-School Suspension (ISS)** – Students may be prohibited from attending a class or activity for a period of time not to exceed five days for each violation of school district rules, regulations or policies.
- **Mediation** - Bringing two parties involved in a conflict together to settle the dispute.
- **Restitution** - A student could choose to fix a problem or mistake, or to set things right. Restitution may be done instead of a consequence or along with a consequence.
- **Suspension** - An action taken by school administrators under the district’s discipline policy, which prohibits a pupil from attending school for a period of no more than 10 school days. The suspension period may be extended by an additional five days with a parent conference. A re-entry conference must occur before the pupil returns to school. This conference will include the pupil and their parent/guardian and any school official deemed necessary.
- **Expulsion** - An action taken by the school board to prohibit an enrolled student from further attendance for a period up to 12 months from the date the student is expelled.
- **Exclusion** - An action taken by a school board to prevent enrollment or re-enrollment of a pupil for a period which will not extend beyond the school year.
- **Removal From Classroom**-Any actions taken by a teacher principal or other school district employee to prohibit a student from attending a class or activity for a period of time not to exceed (5) days.
- **Malicious and sadistic conduct**- Creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.



Office Visits:

When a dean meets with a student to discuss problem behavior, it is considered an office visit. Parents/guardians will be notified when a student is assigned a consequence.

Structured Day:

Students in violation of following school wide expectations will have an administrator enter their classroom to assist with issues that arise during the school day. Students will reflect on the incident that occurred and develop a plan to ensure success in the classroom or other designated area. Families will be notified of the occurrence and plan. If distractions continue, the student will be assigned a structured day(s), completing classroom assignments in a designated space. Negative behavior that persists after all proactive measures have been made could result in, but not limited to:

- Meeting with the student, parent/guardian, administrator and classroom teacher to develop a behavior contract that is agreed upon by all parties
- Parent will shadow their student for a school day
- Suspension

Removal From Class:

Any actions taken by a teacher, principal or other school district employee to prohibit a student from attending a class or activity for a period of time not to exceed (5) days. Removal from class is, but not limited to:

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

Procedures for Return to Class

- The student will return to class after a plan has been established and discussed with the appropriate staff member.
- Parents will be notified of students removal from class
- Parents of students with IEP's will be contacted by the child's case manager.

Procedures for notifying students and families of violation of the Rules of Conduct and of Resulting Disciplinary Actions

- Student will meet with a staff member
- Staff will notify parents regarding incident and assign appropriate consequence



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A team meeting will be held for a student identified as having a disability or a perceived disability, who is being removed from class, to review if an assessment or further assessment is needed and if a review of the adequacy of the current Individualized Education Program (IEP) or if a referral for special education services is needed.

If a student has been removed from class due to suspected chemical abuse while on school premises, staff will immediately notify the school's administration and a chemical abuse pre-assessment team member(s) or designated staff member.

Staff will provide support and interventions to students.



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EDEN PRAIRIE HIGH SCHOOL HANDBOOK



2023-2024

EDEN PRAIRIE SCHOOLS, ISD #272
8100 SCHOOL ROAD
EDEN PRAIRIE, MN 55344

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The MSHSL rules governing activities and any additional amendment approved by the School Board shall apply to all co-curricular activities not under the control of the MSHSL, but these rules shall only apply when the students are under the supervision of the school district. Complete MSHSL rules are outlined in the Activity Eligibility Information Bulletin that is available in the Activities Directors Office or online at www.mshsl.org

MSHSL Chemical Violations

A. Order of Penalties

1. 2 games or 2 weeks whichever is greater.
2. 6 games or 3 weeks whichever is greater.
3. 12 games or 6 weeks whichever is greater.

iii. A student who becomes a participant in a treatment program may become eligible for participation after a minimum period of six weeks after entering treatment if all of the following conditions are met:

1. The student is assessed as chemically dependent
2. Enters treatment voluntarily, and
3. The director of the treatment center certifies that the student has successfully completed the treatment program.

B. Penalties will be enforced and applied beginning in 7th grade.

C. If violation occurs at the end of season, playoff games will be counted.

Student Management Guidelines

In order to maintain a safe and orderly learning environment, the following guidelines regarding student behavior will be followed. These are guidelines only and do not include all possible student offenses. See Eden Prairie School District Policy 506.7. The School District retains the right to suspend or expel a student or impose other disciplinary action at their discretion, based on the severity of behavior, the facts, circumstances, and nature of a student offense and the student's disciplinary record.

Removal from Class Procedures

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

1. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
2. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
3. Disruptive behavior. Disruptive behavior means acts that disrupt, interfere or threaten to disrupt the educational process or school functions, including, but not limited to horseplay, disobedience, disrespectful behavior, inappropriate language, instigating a school disruption, discrimination or defiance of authority, or failure to report any of the aforementioned behaviors.

Any student removed from class will have a conference with an administrator or designee. The administrator or designee will determine appropriate next steps. Dismissal from a class cannot



exceed 5 hours for a single violation. The guardian and student will be informed of the length of consequence and reentry expectations for the class.

Any student removed from class will have a conference with an administrator or designee. The administrator or designee will determine appropriate next steps. Dismissal from a class cannot exceed 5 hours for a single violation. The guardian and student will be informed of the length of consequence and reentry expectations for the class.

A team meeting will be held for a student identified as having a disability or a perceived disability, who is being removed from class, to review if an assessment or further assessment is needed and if a review of the adequacy of the current Individualized Education Program (IEP) or if a referral for special education services is needed.

Reentry Procedures after classroom removal

Administrator or designee will develop a re-entry plan with input from the student and the teacher.

Suspension Procedures

Any student who is being suspended from school for more than one day will be provided written notice containing: the grounds for suspension, facts giving rise to the dismissal, a description of the testimony, a readmission plan, and a copy of the Pupil Fair Dismissal Act. A copy of the notice will be personally served upon the student at or before the time the suspension is to take effect, unless the student will create an immediate and substantial danger to surrounding persons or property. The parents or guardians of the student shall be provided written notice of the suspension by mail within 48 hours of the informal conference. The parent or guardian's notice will include all the elements contained in the student's notice. The administration will make reasonable efforts to notify the student's parents or guardians of the suspension as soon as possible following suspension.

- Any suspension that exceeds five days in length will be accompanied by an explanation to the superintendent listing the reasons why the suspension exceeded five days in length.
- The student will be allowed to complete all schoolwork assigned during the period of suspension and receive full credit for satisfactorily completing all assignments.
- Upon return from a suspension, the student and parent/guardian will meet with a school administrator for a reentry meeting. The reentry plan for the student will be visited during this meetings. Reentry plans may include an agreed upon behavior contract.



Non Exclusionary Policies and Practices

Non Exclusionary disciplinary policies and practices means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services.

Administrative Oversight & Exceptions

Discipline situations that arise which are not covered by these guidelines will be handled on a case-by case basis. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations may call for an adjustment in the discipline policies to meet the school and/or district's needs.

Pupil Fair Dismissal Act *****

1. Abuse, Verbal or Written

The use of language or actions that are obscene, degrade other people or incite other people is prohibited.

Guidelines for Potential Consequences:

- **First Offense:** Up to a 3-day suspension, restorative mediation and parent or guardian contact
- **Second Offense:** Up to a 5-day suspension. Restorative mediation, and parent or guardian contact
- **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion

2. Academic Integrity

Plagiarism and cheating are not allowed in our educational environment. Honesty and integrity are essential to excellence in education.

Guidelines for Potential Consequences:

- **First Offense:** Parent/guardian contacted by teacher, documentation, Loss of privileges. **If a planned, coordinated effort for cheating, suspension may occur.
- **Second Offense:** Parent/guardian contacted by teacher, documentation, consideration of suspension, Parent/Guardian Meeting, Loss of privileges.
- **Third Offense:** **Administrative conference to determine next action.



8. Bomb Threat

Making, publishing or conveying in any manner a bomb threat pertaining to a school location, student or school staff member is prohibited.

Guidelines for Potential Consequences:

- **First Offense:** Suspension pending review by school & district administration for recommendation for expulsion, and police referral.

9. Bullying/Cyberbullying

- **Bullying:** Intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
 - a) There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or
 - b) materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, service, or privileges.
- **Cyberbullying:** bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. This includes use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts the school environment or interferes in a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.
- **Malicious and Sadistic Conduct:** creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

Guidelines for Potential Consequences:

- **First Offense:** Up to 3-day suspension, referral to outside agency; intervention plan.
- **Second Offense:** Up to 5-day suspension, referral to outside agency, intervention plan.
- **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion.
- Refer to District Policy 514 for detailed description of the District's Bullying Prohibition Policy.

10. Burglary

Entering any school location without consent and with the intent to commit a crime (i.e. vandalism or theft) is prohibited.

Guidelines for Potential Consequences:

- **First Offense:** Suspension pending review by school & district administration for recommendation for expulsion, and police referral.



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**TARDINESS:**

Students are expected to be in all assigned synchronous learning sessions at the start of and through the duration of each session. Failure to do so without a valid excuse (see list above) constitutes tardiness. If a student has a valid, recurring scheduling conflict with a regular synchronous learning session, a meeting between the student's family, teacher, and principal will be held to develop a personalized asynchronous learning plan in lieu of tardiness.

CONSEQUENCES OF UNEXCUSED ABSENCES OR TARDINESS:

School and district staff will work with the parent, student and the Hennepin County Attorney's office be@school program and follow the three-day notification and six-day Parent Group Meeting process.

- If unexcused absences continue after following be@school process, the appropriate local county officials will be notified to follow with necessary legal action to ensure attendance at school.
- ~~Minnesota statute section 126C.05, subdivision 8, requires any student who is absent for 15 consecutive school days to be dropped from the school's roll and classified as withdrawn.~~
- Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56.
- Days during which a student is suspended from school shall not be counted in a student's total accumulated unexcused absences.
- Along with following the Hennepin County Attorney's be@school programs, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.

MINNESOTA RESIDENCY REQUIREMENT:

While our online learning model provides considerable flexibility to families regarding where and when students engage in their coursework, the state of Minnesota mandates that students need to physically reside within the state while accessing their education. Specifically, Minnesota statute section 126C.05, subdivision 8 requires that any student who has been out of the state for 15 consecutive school days must be withdrawn from the Minnesota Automated Reporting Student System (MARSS) and is no longer eligible for educational funding until he/she resumes physical residence in Minnesota again. Unfortunately, there currently are no exemptions to this rule for online education providers and EP Online staff is obligated to report this status if made aware of it.

If your student will be traveling outside of Minnesota on a trip that is less than 15 consecutive school days, your student is able to remain enrolled in EP Online without issue. Students in these circumstances are encouraged to continue to actively attend school during their travels if they are able to do so, and to request an excused absence for any days they are not able to participate either synchronously or asynchronously.

If your student will be traveling outside of Minnesota on a trip that is equal to or more than 15



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consecutive school days, your student will need pursue one of the following options:

- 1) Withdraw from EP Online at the time of departure until such time as the student will be physically residing within the state of Minnesota again.
- 2) Change your enrollment status in EP Online to a “non-resident of Minnesota” during the remainder of the time you will be gone in excess of 15 days and pay the EPS non-resident tuition rate for those additional dates. For more information about this arrangement, please reach out to the EPO Principal.



Safe and Supportive Schools

Eden Prairie Schools believes each student, regardless of age, race, gender, ability level, religious beliefs, national origin, sexual orientation (actual or perceived), or physical attributes, deserves the right to be educated in an environment that does not interfere with their educational opportunities or ability to participate in school functions or activities or receive school benefits, services, or privileges.

BULLYING:

According to the Minnesota Safe and Supportive Schools Act, **bullying** means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

- There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or
- Materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, service, or privileges.

Cyberbullying is bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. This includes use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts the school environment or interferes in a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.

Malicious / Sadistic conduct is creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause, or engaging in extreme or excessive cruelty, or delighting in cruelty.

Acts of bullying towards another student or groups of students will not be tolerated and will be dealt with in a swift and serious manner. **Bullying does not refer to a one-time argument or disagreement between students.**

Our intent is to create and maintain a safe and welcoming environment by taking a proactive rather than reactive approach. To prevent or stop bullying or cyberbullying behaviors, we will provide ongoing training around anti-bullying techniques and strategies for all staff and students.

If bullying occurs at any school-related function, school-sponsored activity, event, or trip, the incident should be reported to the building's designated primary contact person (principal, associate principal, or social worker) who will begin an investigation as soon as possible. If bullying/cyber-bullying takes



place off of school property and impacts the educational process, it should be reported to the school. In the event an act of cyber-bullying has occurred the same protocol will be followed.

DRESS CODE:

Appropriate dress is a necessary component in providing an optimal learning environment. Students are responsible for dressing in such a manner that is not disruptive or likely to disrupt the learning environment, is not a health and safety hazard, is not obscene, is not sexually explicit, discriminatory or associated with threat/hate groups. Clothing, headwear, and accessories which display references to alcohol, chemicals, tobacco or other products which are illegal for use by minors is not permitted.

EXPECTATIONS OF ADULTS & STUDENTS:

Teachers and school personnel seek to co-create a positive learning environment with students in virtual classrooms and as a broader online school community. This includes building trusting relationships with each student by getting to know individual strengths, interests, and culture. Schools will foster a learning environment that values multiple perspectives and articulates how our differences make us stronger.

Behavioral expectations specific to all aspects of online schooling are taught at the beginning of the school year. Behavior expectations are re-taught and positively reinforced throughout the year to promote a safe, welcoming, and engaging learning environment for each child.

If students demonstrate inappropriate behavior while participating in EP Online, an adult will seek to understand what happened, support the child in reflecting on their behavior, and provide opportunities for restoring relationships, as applicable. In addition, specific consequences may be applied; parents may be contacted, depending on the nature of the behavior, frequency of the behavior, and severity of the specific incident.

Adults will:

1. Create a balanced approach for all learning.
2. Create a climate for learning that includes:
 - a. Providing opportunities for students to explore and construct their learning through student choices, practice, trial, error and reworking
 - b. Knowing the students culturally, and individually, by being fully cognizant of their individual strengths and interests
 - c. Co-creating classroom rituals that maximize learning through the duration of the session
 - d. Respecting difference and allowing for multiple perspectives without hurting others
 - e. Fostering opportunities for students to take responsibility for academic, social, and emotional expectations in monitoring their self-control
 - f. Responding to unexpected behaviors in restorative ways that support accountability and healing to rebuild the learning community
3. Provide Non-Exclusionary Disciplinary Practices (which may include but are not limited to):
 - a. Positive Behavior Intervention Supports (PBIS)



- b. Multi-Tiered System of Support Processes (MTSS)
- c. Check In - Check Out
- d. Small group direct and explicit teaching of social and emotional skills
- e. Removal from classroom with academic and/or social/emotional instruction
- f. In class accommodations (seating, fidget, journaling, calming space, etc.)
- g. Personal behavior/incentive chart
- h. Parent email, TalkingPoints, phone call

Students will:

1. Participate actively in the learning experience by being fully engaged, fully prepared, raising engaging questions, and effectively and positively communicating with all students and staff
2. Participate actively in the learning experience by sharing information about themselves—strengths, weaknesses, and culture to create common bonds in curricular, co-curricular and extracurricular activities
3. Participate actively in the learning experience by respecting differences while asserting perhaps a divergent viewpoint, doing so without harm to the other students, staff, team, other leader, and property
4. Demonstrate empathy (knowing others) to build fruitful relationships that create a cohesive learning opportunity for all and through self-control behave in an ethical manner from the moment he/she is on the bus until s/he is returned home

If a student is unable to demonstrate how to be Safe, Responsible, and Kind and disrupts the learning for other students, adults may:

- Redirect and re-instruct to ensure that student fully understands the expectations
- Work in partnership with family, students, staff and other significant adults to restoratively determine additional strategies and/or consequences
- Refer to Peer Mediation, Conflict Resolution or other restorative processes
- Consider removal from class, possibly through suspension or expulsion

SEVERE BEHAVIOR:

The Eden Prairie Schools’ student management program is based on the foundation that students have a right to be educated in a safe and supportive learning environment. Teachers or adults in authority have the responsibility to require appropriate behaviors of all students so they can deliver instruction effectively. Behaviors which are considered “severe” will be met with a stricter set of consequences, depending on the severity of the behavior, the frequency of the occurrence, and the student’s age. Severe behavior incidents include, but is not limited to:

- Fighting/assault/or causing physical harm to another
- Use/possession of controlled substances including tobacco
- Written or verbal threats
- Property damage
- Stealing
- Possession of a weapon or toy replica weapons



- Harassment of another individual, including hazing, sexual or racial harassment, or verbal abuse
- Attempting to access inappropriate websites when working on the computer
- Other behaviors that cause excessive disturbance to the school day

These behaviors are subject to one or more of the following consequences:

- Parent phone call and conference
- In-school or out-of-school suspension
- Restitution
- Referral to a local police department
- Referral to outside agencies
- Recommendation for expulsion

The Pupil Fair Dismissal Act (Statutes 121A.40-121A.56) will be followed with reference to any out-of-school suspension.

REMOVAL FROM CLASS:

A student's behavior during a synchronous online instructional period may result in the need for temporary removal from the virtual session. Grounds for removal shall include any of the following behaviors:

1. Willful violation of any school rules, regulations, policies or procedures outlined in this handbook.
2. Acts that disrupt, interfere or threaten to disrupt the educational process or school functions, including, but not limited to horseplay, disobedience, disrespectful behavior, inappropriate language, instigating a school disruption, discrimination or defiance of authority, or failure to report any of the aforementioned behaviors.

If a student's behavior during a synchronous online instructional period results in removal from the virtual session, the following process will occur:

1. Staff will contact school leadership in a timely fashion and the responding administrator will determine whether and the duration for which student removal needs to continue.
2. Every effort will be made to support students returning to synchronous virtual learning in a timely fashion; student removal from synchronous virtual learning sessions will not exceed more than five hours for a single violation and asynchronous access to instruction will continue during the removal period.
3. An administrator or designee will engage the student in a discussion of the incident including the reteaching of behavior expectations within a virtual space.
4. Upon reentry, a restorative conversation will occur between the student and those impacted by their behavior.



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5. An administrator or designee will notify parents of the situation and any applicable consequences. An administrator or designee will record the incident in the appropriate record-keeping repository (i.e. Campus).
6. If the student removed from class is identified as having a disability or a perceived disability, a team meeting will be held in order to review the adequacy of the current Individualized Education Program (IEP) or to determine if additional assessment or referral for special education services is needed.

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4. Demonstrate empathy (knowing others) to build fruitful relationships that create a cohesive learning opportunity for all and through self-control behave in an ethical manner from the moment he/she is on the bus until s/he is returned home

If a student demonstrates a lack of responsibility, respect, empathy or self-control and disrupts the learning for other students, adults will:

- Redirect and re-instruct to ensure that student fully understands the expectations
- Work in partnership with family, students, staff and other significant adults to restoratively determine additional strategies and/or consequences
- Refer to Peer Mediation, Conflict Resolution or other restorative processes
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6. If the student removed from class is identified as having a disability or a perceived disability, a team meeting will be held in order to review the adequacy of the current Individualized Education Program (IEP) or to determine if additional assessment or referral for special education services is needed.

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Joshua L. Swanson Ed.D.
Superintendent
8100 School Road
Eden Prairie, MN 55344
Phone: 952-975-7000
Fax: 952-975-7020
jswanson@edenpr.org

Memorandum

To: Eden Prairie School Board

From: Dr. Josh Swanson

Date: August 28, 2023

Subject: Summary - District Policies

On an annual basis District Policies are reviewed. Under policy governance this is the responsibility of the superintendent, but requires board approval. That process for 2023-24 is well underway and there are numerous updates required following the 2023 legislative session. There may be some additional changes as we continue to receive guidance. As necessary, policies are updated based on: changes in statute/legal requirements, a review of the Minnesota School Board Association model policies, and recommendations by our legal counsel. My recommendation is that the board approve the policies below, as presented. I have included a brief summary of the changes to each policy on the table below and the full policies are available for your review within Appendix A of the board packet.

Policy #	Mandatory	Policy Name	Notes for the Board
102	Yes	Equal Educational Opportunity	Addition that reflects statutory language updates regarding equal athletic opportunity
406	Yes	Public and Private Personnel Data	Statutory language alignment: Required releases and protections of personnel data
418	Yes	Drug-Free Workplace/Drug Free School	Statutory language alignment: Cannabis Updates
419	Yes	Tobacco-Free Environment	Statutory Language Alignment: Spiritual/Cultural Update
504	No	Student Appearance	Crown Act Language and Graduation Regalia Update
506	Yes	Student Discipline	Statutory Language Alignment Including: Non-Exclusionary discipline, Withdrawal agreements,

			Reasonable force reports, Recess detention, Removal from class, PreK-3 dismissal, Suspension and readmission plans, and discipline complaint procedures
506DCPF		Discipline Complaint Procedure and Form (DCPF)	New procedure and form to align with policy 506 updates and statutory requirements
507	No	Corporal Punishment and Prone Restraint	Statutory Language Alignment: Corporal punishment and Prohibition of prone restraints
509	No	Enrollment of Nonresident Students	Statutory language alignment of policy and practice
513	No	Student Promotion, Retention, and Program Design	Statutory language alignment of policy and practice
514	Yes	Bullying Prohibition Policy	Statutory language updates that address direct and indirect participation in cyberbullying, malicious and sadistic conduct, and sexual exploitation
516.5	No	Overdose Medication	New policy that particularly address the provision and use of opiate antagonists within school sites
532	Yes	Use of Peace Officers and Crisis Teams	Language update to address reasonable force as it relates to statutory requirements
534	Yes	School Meals Policy	Updates to address meals provided to all students
601	Yes	School District Curriculum and Instruction Goals	Small language clarification update
602	No	Organization of School Calendar and School Day	Addresses e-Learning days update in statute
603	Yes	Curriculum Development	Updates High School post MCA communication provision to align with statute
604	No	Instructional Curriculum	Removes civics test language that was previously required in statute and replaces it with updated statutory statewide accountability language
613	No	Graduation Requirements	Defined required standards and added the option of ethnic studies per statute
616	Yes	School District System Accountability	Statutory language alignment: Reporting of class size ratios and compensatory reporting requirements
620	Yes	Credit for Learning	Defines concurrent enrollment, expanded the definition of eligible institutions, and added credit for employment with health care providers
621	No	Literacy and the Read Act	New policy based on the Read Act legislation

708	No	Transportation of Nonpublic School Students	Clarifies language that public schools may partner with non-publics to transport students
709	Yes	Student Transportation Safety Policy	Statutory language alignment to transportation training requirements
721	Yes	Uniform grant guidance policy regarding federal revenue sources	No changes, but annual acknowledgement of review of federal revenue source policy required for audit
806	Yes	Crisis Management Policy	Statutory language updates to active shooter drills, simulations, and communication requirements that support student and staff wellbeing



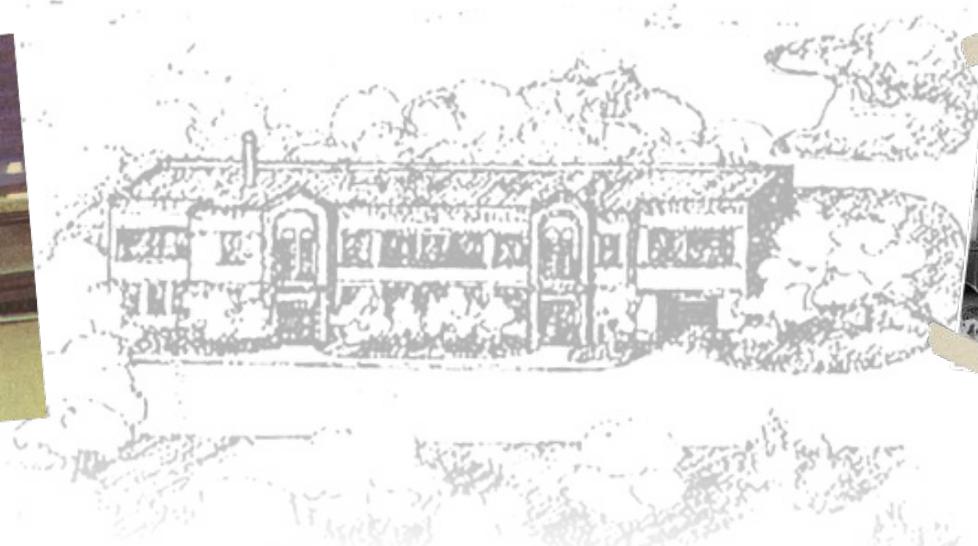


100 YEARS

EP

1924 2024

OF INSPIRING EACH



100 Years of Inspiring Each

Campaign goal

Elevate the reputation of Eden Prairie Schools among students, families, staff and community by fostering an ongoing sense of pride and celebrating our progress, which will increase stakeholder engagement and improve their connections with the district and its schools.

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100 Years of Inspiring Each

Campaign measures

- Maintain or improve current satisfaction levels as measured by our annual Morris Leatherman survey.
- Increase attendance at school and district events.
- Increase student retention.
- Increase staff retention.
- Raise at least \$100,000 for 100 years.
- Establish a database of at least 1000 alumni.

100 Years of Inspiring Each

Branding/activities

- Specific branding
- Banners at each school
- 100 day / 100 years lesson plans
- Give to the Max Day: \$19.24
- Launch of an annual alumni magazine
- Special acknowledgements
 - City of Eden Prairie Proclamation (Sept. 5)
 - Message from the President (Aug. 29)
- Email signature
- Time capsule
- Parent/Staff post column



CELEBRATING A CENTURY OF EXCELLENCE



OF INSPIRING EACH

100 Years of Inspiring Each

Events

- Wellbeing Fair & Intergenerational Choir at All Staff Kickoff
- Honoring 100 people making an impact on our district
- Community service/volunteering
- Citywide parade
- Citywide prom in partnership with the Eden Prairie Historical Society

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100 Years of Inspiring Each

Sponsorship

- Looking for sponsors to support additional activities/events
 - Laser light show (\$20,000+)
 - Oral history (\$10,000)
 - 100 Years book (\$10,000+)
- Sponsor benefit guide

100 Years of Inspiring Each

BENEFITS	TIER 1 \$25,000	TIER 2 \$10,000	TIER 3 \$5,000	TIER 4 \$1,000- \$4,999
In-person recognition at end-of-year celebration event				
Dedicated float in 100 Year Parade				
Company recognized and logo included as "in partnership with" in district publications and at events				
Logo and company ad included in first edition of Alumni Magazine (spring/summer 2024)				
Meeting with Eden Prairie Schools marketing and communications team to brainstorm marketing opportunities				
Exclusive "thank you" recognition social post				
Company logo in our physical mailers to entire city				
Logo on 100 year webpage				
One social media post with rest of sponsors				

An exciting
announcement
coming soon
from a Tier 2
donor!

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100 Years of Inspiring Each

5-part video series

- 100 Years of Inspiring Each
- 100 Years of Educating
- 100 Years of History
- 100 Years of Community
- 100 Years of Learning



100 YEARS
EP
1924 2024
OF INSPIRING EACH







**Eden Prairie School Board
Board Development Committee Meeting Minutes
Starbucks
9250 Hennepin Town Rd, Eden Prairie, MN
Tuesday 7/25/2023**

Charter per Board Policy GP 4.8.3: This committee will ensure ongoing School Board development and oversee self-monitoring of the School Board's performance related to Governance Process and Board-Management Delegation policies.

**BDC Members Present: CJ Strehl, Dennis Stubbs, Abby Libsack
Meeting Convened at 9:05am**

Agenda Items:

- A. Discussed potential speakers, availability, and possible costs. Speakers who are well researched in these areas:
 - 1. Technology use, benefits and potential harms
 - 2. Screen time
 - 3. Student mental health
- B. Discussed connecting with the admin team and meeting with the district's wellness coordinator to share ideas and discoveries.
- C. Discussed next steps and possible timeline to present a plan for the board to consider

Adjourned at 9:40am



**Eden Prairie School Board
Board Development Committee Meeting Minutes
Bearpath Country Club, Eden Prairie, MN
Friday, June 30, 2023**

Charter per Board Policy GP 4.8.3: This committee will ensure ongoing School Board development and oversee self-monitoring of the School Board's performance related to Governance Process and Board-Management Delegation policies.

BDC Members Present: CJ Strehl, Dennis Stubbs, Abby Libsack

Meeting Convened at 4pm

Agenda Items:

- A. Discussed how to prioritize the three top board survey selections.
- B. Discussed board development on "Screen Time" topic.
 - 1. Metrics on device usage?
 - 2. Parent/Teacher surveys
 - 3. Professional journals and studies
 - 4. District Experts
 - 5. Outside Experts
- C. Discussed next steps
 - 1. Sept 11th workshop discussion (already scheduled)
 - 2. Schedule experts or speakers for fall workshops?
 - 3. Create one pager to prep board for discussion
 - 4. New Policy?
- D. Adjourned at 5:33pm

Eden Prairie School Board
2023–24 WORK PLAN CHANGES
“Proposed” Changes
August 28, 2023

Date of Meeting/Workshop	Changes Requested
Monday, August 28, 2023	
Monday, September 11, 2023	- ADD: <i>Brief Business Meeting</i>
Monday, September 11, 2023 – Workshop	
Monday, September 25, 2023	
Monday, October 9, 2023 – Workshop	
Monday, October 23, 2023	
Monday, November 13, 2023 – Workshop	
Monday, November 27, 2023	
Monday, December 11, 2023	
Placeholder – General Board Work	
<ul style="list-style-type: none"> • Baseline A-I Discussion 	
Placeholder – Policy Review	

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

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Other Meetings

August 28, 2023

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
****2023**** Board Meeting Mon, Jul 24, 2023 7:30 AM				September Inspiring News Article	<ul style="list-style-type: none"> •Monthly Reports •TASSEL Student Handbook •Student Handbooks: <ul style="list-style-type: none"> - High School - Middle School - Elementary Schools (Summary Detail Included) 		142
Joint Meeting: Eden Prairie City Council & Eden Prairie School Board Tuesday, August 15, 2023 5:00 PM, City Center							
Board Meeting Mon, Aug 28, 2023 6:00 PM	<ul style="list-style-type: none"> •EL 2.1 Emergency Supt. Succession •EL 2.2 Treatment of Students •EL 2.7 Asset Protection 		Record of Board Self-Evaluation	2023-24 School Site Visits	Monthly Reports		
Post Meeting Board Workshop Mon, Aug 28, 2023							School Board Mtg. Self-Assessment
Board Workshop Mon, Sep 11, 2023 6:00 PM							<ul style="list-style-type: none"> •ADMIN Proposals for FY 2023-24 Workshops •NEW Policy Development Discussion (Ends & EL Policies) •Digital Citizenship Discussion

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<ul style="list-style-type: none"> •Policy Monitoring: All BMD Policies – BMD 3.0 – 3.3 •Policy Monitoring: GP’s: 4.4, 4.5, 4.6, 4.7, 4.8, & 4.10 •Confirm agenda for next Board Workshop
Board Meeting Mon, Sep 25, 2023 6:00 PM	<ul style="list-style-type: none"> •EL 2.3 Treatment of Parents •EL 2.6 Financial Management & Operations •All BMD Policies •BMD 3.0 Single Point of Connection •BMD 3.1 Unity of Control •BMD 3.2 Delegation to the Superintendent •BMD 3.3 Superintendent Accountability & Performance •GP 4.4 Officer Roles •GP 4.5 School Board Members Code of Conduct •GP 4.6 Process for Addressing School Board Member Violations •GP 4.7 School Board Committee Principles •GP 4.8 School Board Committee Structure 		<ul style="list-style-type: none"> •Approval of Preliminary FY 2024-25 Levy Tax Levy Comparison - Tax Levy Presentation Pay 24 •Record of Board Self-Evaluation 		Monthly Reports	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> • FY 2022-2023 Year-end Preliminary Financial Report •FY 2023-2024 Preliminary Enrollment Report 	143

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
	<ul style="list-style-type: none"> •GP 4.10 Operation of the School Board Governing Rules 						
Post Meeting Board Workshop Mon, Sep 25, 2023							School Board Mtg. Self-Assessment
Board Workshop Mon, Oct 9, 2023 6:00 PM							<ul style="list-style-type: none"> •Administration: Setting Stage for FY 2024-24²⁴ Budget Guidelines •Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9 •Discussion – Community Linkage/Listen & Learn – Theme & Location of Event •Confirm agenda for next Board Workshop
Board Meeting Mon, Oct 23, 2023 6:00 PM	<ul style="list-style-type: none"> •Ends 1.1 – 1.6 Evidence (FY 2022-23) •EL 2.4 Treatment of Staff •EL 2.8 Compensation and Benefits •GP 4.0 Global Governance Commitment •GP 4.1 Governing Style 		<ul style="list-style-type: none"> •Record of Board Self-Evaluation 		<ul style="list-style-type: none"> •Monthly Reports •MSHSL Form A 	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> • Enrollment Report as of 10/1/2023 •World’s Best Workforce Report •FY 2022-2023 Achievement Integration Summary Report 	

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Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
	<ul style="list-style-type: none"> •GP 4.2 School Board Job Products •GP 4.3 Annual Work Plan •GP 4.9 Governance Investment 						
Post Meeting Board Workshop Mon, Oct 23, 2023							•School Board Mtg. Self-Assessment
Board Workshop Mon, Nov 13, 2023 6:00 PM							145 •Community Linkage: - Identify topics for the Inspiring News •Confirm agenda for next Board Workshop
Board Meeting Mon, Nov 27, 2023 6:00 PM	EL 2.9 Communication and Support to the School Board	School Board Mid-Year Treasurer’s Report	•Record of Board Self-Evaluation	Identify Topic for January 2024 Inspiring News Topic	Monthly Reports	FY 2022-23 Audited Financial Presentation	
Post Meeting Board Workshop Mon, Nov 27, 2023							•School Board Mtg. Self-Assessment
Board Meeting Mon, Dec 11, 2023 6:00 PM	<ul style="list-style-type: none"> •EL 2.5 Financial Planning and Budgeting •EL 2.0 Global Executive Constraint 		<ul style="list-style-type: none"> • Approval of Final FY 2024-25 Levy •Approval of School Board Mid-Year Treasurer’s Report •<i>Closed Session:</i> Review of FY 2022- 	Approval for January 2024 Inspiring News Article	Monthly Reports	•Truth in Taxation Hearing Planning and Budgeting	

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
			23 Superintendent Annual Review -Minn. Stat. 13D.05, Subd. 3 •Record of Board Self-Evaluation				
Post Meeting Board Workshop Mon, Dec 11, 2023							<ul style="list-style-type: none"> • School Board Mtg. Self-Assessment 146

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			

<p align="center">****2024****</p> <p align="center">Annual Organizational Meeting Mon, Jan 8, 2024 6:00 PM</p>			<ul style="list-style-type: none"> • 2024 Annual Organizational Mtg. <ul style="list-style-type: none"> - Election of Officers - School Board Compensation - School Board Calendar • School Board Meeting Calendar: January 1, 2024, through June 30, 2024 • Appointment of Intermediate District 287 Representative 		<ul style="list-style-type: none"> • 2024 Annual School District Organizational Items: <ul style="list-style-type: none"> - School District Newspaper - School District Depository/Financial Institutions - Money Wire Transfers - Early Claims Payment - School District Legal Counsel - School District Responsible Authority - Deputy Clerk & Deputy Treasurer - Facsimile Signature Authorization - Authorization to Sign Contracts - Local Education Agency (LEA) Representative - MDE Designation of Identified Official with Authority (IoWA) 		147
<p>Board Workshop Mon, Jan 8, 2024 6:30 PM Convene following the Annual Organizational Meeting</p>							<ul style="list-style-type: none"> • 2024 Committees & Outside Organization Discussion • Budget: 5-Year Financial Forecast • Confirm agenda for next Board Workshop

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Meeting Mon, Jan 22, 2024 6:00 PM		<ul style="list-style-type: none"> •FY 2024-24 Final School Calendar <i>(Draft)</i> •FY 2025-26 Preliminary School Calendar <i>(Draft)</i> •FY 2024-25 Budget Timelines – <i>First Reading</i> • FY 2024-25 Budget Assumptions – <i>First Reading</i> 	<ul style="list-style-type: none"> •FY 2023-24 Mid-Year Budget Approval •Approval FY 2023-24 Mid-Year School Board Budget •Record of Board Self-Evaluation 	2024 School Board Committee & Outside Organization Assignments	<ul style="list-style-type: none"> • Monthly Reports • FY 2024-25 Bus Purchase 		148
Post Meeting Board Workshop Mon, Jan 22, 2024							School Board Meeting Self-Assessment
Board Workshop Mon, Feb 12, 2024 6:00 PM							<ul style="list-style-type: none"> •Finance Overview •Agenda Items: Walk-through School Board Agenda •Sample Agenda & Discussion of Agenda Elements • Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline • Community

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Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							Linkage: Discuss Goals & Format for Community Engagement <ul style="list-style-type: none"> • Confirm agenda for next Board Workshop
Board Meeting Mon, Feb 26, 2024 6:00 PM			Record of Board Self-Evaluation		<ul style="list-style-type: none"> • Monthly Reports • Approval of FY 2024-25 School Calendar • Approval of Preliminary FY 2025-26 School Calendar 	<ul style="list-style-type: none"> • American Indian Education Report • Achievement & Integration Budget 	149
Post Meeting Board Workshop Mon, Feb 26, 2024							School Board Meeting Self-Assessment
Board Workshop Mon, Mar 11, 2024 6:00 PM							<ul style="list-style-type: none"> • Mechanics of Monitoring • Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 25, 2024 6:00 PM		<ul style="list-style-type: none"> • FY 2024-25 Capital Budget – <i>First Reading</i> 	<ul style="list-style-type: none"> • Final FY 2024-25 Budget Assumptions • Record of Board Self-Evaluation 	<ul style="list-style-type: none"> • Identify Topic for June Inspiring News Article 	<ul style="list-style-type: none"> • Monthly Reports • Resolution to Release Probationary Teachers 		
Post Meeting Board Workshop Mon, Mar 25, 2024							School Board Meeting Self-Assessment

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Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			

<p>Board Workshop Mon, Apr 8, 2024 6:00 PM</p>							<ul style="list-style-type: none"> •FY 2024-2025 Annual Work Plan Calendar Discussion •Discussion/Review all items in Placeholder area on "Work Plan Changes Document" 1.50 • Workshop Skeleton Summary Discussion •FY 2024-2025 School Board Meeting Calendar Discussion •FY 2024-2025 School Board Budget Discussion •Discuss Policy Change Process (Timelines and Process for Monitoring and Changes in Policy) • New Policy Introductions •Inspiring News/MWM Discussion •Confirm agenda for next Board Workshop
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Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Meeting Mon, Apr 22, 2024 6:00 PM		<ul style="list-style-type: none"> • FY 2024-25 School Board Work Plan – <i>First Reading</i> • FY 2024-25 School Board Budget – <i>First Reading</i> 	<ul style="list-style-type: none"> • Approval of FY 2024-25 Capital Budget • Approval of FY 2024-25 School Board Meeting Calendar • Approval –Workshop Skeleton Summary Discussion • <u>Closed Session:</u> Negotiation Strategy (MN Statue 13D.03,Subd.1) • Record of Board Self-Evaluation 	Approval of Inspiring News Article for June	<ul style="list-style-type: none"> • Monthly Reports 		151
Post Meeting Board Workshop Mon, Apr 22, 2024							School Board Meeting Self-Assessment
Board Workshop Training/Retreat Date/Time/Location TBD							Retreat/Training Workshop
Board Workshop Mon, May 13, 2024 6:00 PM							Confirm agenda for next Board Workshop
Board Meeting Tues, May 28, 2024* 6:00 PM		<ul style="list-style-type: none"> • FY 2024-25 Budget – <i>First Reading</i> • FY 2024-25 School Meal Prices - <i>DRAFT</i> 	<ul style="list-style-type: none"> • Approval of FY 2024-25 School Board Work Plan 		<ul style="list-style-type: none"> • Monthly Reports 		

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Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
*Due to Memorial Day on Monday May 27, 2024			<ul style="list-style-type: none"> Approval of FY 2024-25 School Board Budget Record of Board Self-Evaluation 				
Post Meeting Board Workshop Tues, May 28, 2024							<ul style="list-style-type: none"> School Board Meeting Self-Assessment 152
Board Workshop Mon, June 10, 2024 6:00 PM							<ul style="list-style-type: none"> General Fund Budget Q&A All Ends 1.1 – 1.6 OI's CLC: Inspiring News Top Discussion – 1st Draft (2023-2024) Confirm agenda for next Board Workshop
Board Meeting Mon, June 24, 2024 6:00 PM	OI's for FY 2024-25 all Ends 1.1 through 1.6		<ul style="list-style-type: none"> Approval of FY 2024-25 Adopted Budget ISD 287 10-Year Facilities Maintenance Resolution Approval of FY 2024-25 School Meal Prices Record of Board Self-Evaluation 	Identify Topic for Inspiring News for September 2024	<ul style="list-style-type: none"> Monthly Reports EPS 10-Year Facilities Maintenance Plan Q-Comp Annual Report Summary Update of General District Policies Annual Review of District Mandated Policies 		

**EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN**

Board Meetings
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Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
					<ul style="list-style-type: none"> MSHSL Resolution for Membership 		
Post Meeting Board Workshop Mon, Jun 24, 2024							•School Board Meeting Self-Assessment

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation including gender identity and expression or age. The school district also makes reasonable accommodations for students with disabilities.
- B. The school district prohibits the harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (413).
- C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).
- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).
- E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the

student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

- F. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- G. Every school district employee shall be responsible for complying with this policy conscientiously.
- H. Any student, parent or guardian having a question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

Adopted: 8/14/2012

Revised: 8/26/2019; 12/13/2021; 8/28/2023

I. PURPOSE

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its employees, volunteers, independent contractors, and applicants (“personnel”).

II. GENERAL STATEMENT OF POLICY

- A. All data on individuals collected, created, received, maintained or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.
- B. All other data on individuals is private or confidential.

III. DEFINITIONS

- A. “Public” means that the data is available to anyone who requests it.
- B. “Private” means the data is not public and is accessible only to the following: the subject of the data, as limited by any applicable state or federal law; individuals within the school district whose work assignments reasonably require access; entities and agencies as determined by the reasonable authority who are authorized by law to gain access to that specific data; and entities or individuals given access by the express written direction of the data subject.
- C. “Confidential” means the data are not public and are not accessible to the subject.
- D. “Parking space leasing data” means the following government data on an applicant for, or lessee of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.
- E. “Personnel data” means government data on individuals maintained because they are or were employees, applicants for employment, volunteers or independent contractors for the school district. Personnel data include data submitted by an employee to the school district as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations.

- F. “Finalist” means an individual who is selected to be interviewed by the school board for a position.
- G. “Protected health information” means individually identifiable health information as defined in 45 C.F.R. § 160.103, that is transmitted by electronic media, maintained in electronic media, or transmitted or maintained in any other form or medium by a health care provider, in connection with a transaction covered by 45 C.F.R. Parts 160, 162 and 164. “Protected health information” excludes individually identifiable health information in education records covered by the Family Educational Rights and Privacy Act, employment records held by a school district in its role as employer; and records regarding a person who has been deceased for more than fifty (50) years.
- H. “Public officials” means business managers, human resource directors, athletic directors whose duties include at least 50 percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as superintendents and principals and in a charter school, individuals employed in comparable positions.

IV. PUBLIC PERSONNEL DATA

- A. The following information on current and former employees, volunteers and independent contractors of the school district, is public:
 - 1. name;
 - 2. employee identification number, which may not be the employee’s Social Security number;
 - 3. actual gross salary;
 - 4. salary range;
 - 5. terms and conditions of employment relationship;
 - 6. contract fees;
 - 7. actual gross pension;
 - 8. the value and nature of employer-paid fringe benefits;
 - 9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;

10. job title;
11. bargaining unit;
12. job description;
13. education and training background;
14. previous work experience;
15. date of first and last employment;
16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
17. the final disposition of any disciplinary action, as defined in Minnesota Statutes § 13.43, Subdivision 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;
19. work location;
20. work telephone number;
21. badge number;
22. work-related continuing education;
23. honors and awards received; and
24. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

- B. The following information on applicants for employment by the school district is public:
1. veteran status;
 2. relevant test scores;
 3. rank on eligible list;
 4. job history;
 5. education and training; and
 6. work availability.
- C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the school board to be finalists for public employment.
- D. Applicants for appointment to a public body.
1. Data about applicants for appointment to a public body collected by the school district as a result of the applicant's application for employment are private data on individuals except that the following are public:
 - a. name;
 - b. city of residence, except when the appointment has a residency requirement that required that the entire address to be public;
 - c. education and training;
 - d. employment history;
 - e. volunteer work;
 - f. awards and honors;
 - g. prior government service
 - h. any data required to be provided or that are voluntarily provided in an application for appointment to a multi member agency pursuant to Minnesota Statutes, section 15.0597, and;

2. Once an individual is appointed to a public body, the following additional items of data are public:
 - a. residential address;
 - b. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;
 - c. first and last dates of service on the public body;
 - d. the existence and status of any complaints or charges against an appointee; and
 - e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.
 3. Notwithstanding paragraph 2, any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.
- E. Regardless of whether there has been a final disposition as defined in Minnesota Statutes § 13.43, subdivision 2(b), upon completion of a complaint or charge against a public official, as defined in Minnesota Statutes § 13.43, subdivision 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources. Data relating to a complaint or charge against a public official is public only if:
1. the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending, or;
 2. potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement.

Data that is classified as private under another law is not made public by this provision.

V. PRIVATE PERSONNEL DATA

- A. All other personnel data not listed in Section IV are private and will not be otherwise released unless authorized by law.
- B. Data pertaining to an employee's dependents are private data on individuals.
- C. Data created, collected or maintained by the school district to administer employee assistance programs are private.
- D. Parking space leasing data with regard to data on individuals are private.
- E. An individual's checking account number is private when submitted to a government entity.
- F. Personnel data ~~may~~ **must** be disseminated to labor organizations to the extent ~~the responsible authority determines is the dissemination necessary for the labor organization~~ to conduct elections, ~~notify employees of fair share fee assessments~~ and implement the provisions of Minnesota Statutes chapters 179 and 179A. Personnel data shall be disseminated to labor organizations and the Bureau of Mediation Services ("BMS") to the extent the dissemination is ordered or authorized by the Commissioner of the BMS. ~~Employee Social Security numbers are not necessary to implement the provisions of Chapter 179 and 179A.~~

~~The home addresses, nonemployer issued phone numbers and email addresses, dates of birth, and emails or other communications between exclusive representatives and their members, prospective members, and nonmembers are private data on individuals.~~

~~Dissemination of personnel data to a labor organization pursuant to Minnesota Statutes, section 13.43, subdivision 6, shall not subject the school district to liability under Minnesota Statutes, section 13.08.~~

~~Personnel data described under Minnesota Statutes, section 179A.07, subdivision 8, must be disseminated to an exclusive representative under the terms of that subdivision.~~

- G. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district’s investigation of any complaint or charge against the employee.
- H. The school district may, if its responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
 - 1. The person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
 - 2. A pre-petition screening team conducting an investigation of the employee under Minnesota Statutes § section 253B.07, subdivision 1; or
 - 3. A court, law enforcement agency, or prosecuting authority.
- I. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of a crime or alleged crime committed by an employee.
- J. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.
- K. When allegations of sexual or other types of harassment are made against an employee, the employee does not have access to data that would identify the complainant or other witnesses if the responsible authority determines that the employee’s access to that data would:
 - 1. threaten the personal safety of the complainant or a witness; or
 - 2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

- L. The school district must report to the Minnesota Professional Educator Licensing and Standards Board (“PELSB”) or the Board of School Administrators (“BOSA”), whichever has jurisdiction over the teacher’s or administrator’s license, as required by Minnesota Statutes, § section 122A.20, subdivision 2, and shall, upon written request from the licensing board having jurisdiction over a teacher’s

license, provide the licensing board with information about the teacher or administrator from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minnesota Statutes, § section 122A.20, subdivision 2.

- M. Private personnel data shall be disclosed to the Department of Employment and Economic Development for the purpose of administration of the unemployment insurance program under Minnesota Statutes, Ch. 268.
- N. When a report of alleged maltreatment of a student in an elementary, middle school, high school or charter school is made to the Commissioner of the Minnesota Department of Education ("MDE") under Minnesota Statutes, Chapter 260E, data that are relevant and collected by the school facility about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment

report. Additionally, personnel data may be released for purposes of providing information to a parent, legal guardian, or custodian of a child that an incident has occurred that may constitute maltreatment of a child in accordance with MDE Screening Guidelines.

- O. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if
 - 1. an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; or
 - 2. the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minnesota Statutes Chapter 13.

Data that are released under this paragraph must not include data on the student.

- P. Data submitted by an employee to the school district as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or improve the school district operations is private data. An employee who is identified in a suggestion, however, shall have access to all data in the suggestion except the identity of the employee making the suggestion.
- Q. Protected health information, as defined in 45 C.F.R. Parts 160 and 164, on employees is private and will not be disclosed except as permitted or required by law.
- R. Personal home contact information for employees may be used by the school district to ensure that an employee can be reached in the event of an emergency or other disruption affecting continuity of school district operations and may be shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.
- S. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or a subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any other person for prevailing wage purposes.
- T. When a continuing contract teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual offenses involving a child as set forth in Minnesota Statutes, section 122A.40, subdivision 13(b), or when the Commissioner of the MDE makes a final determination of child maltreatment involving a teacher under Minnesota Statutes, section 260E.21, subdivision 4 or 260E.35, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minnesota Statutes, § section 13.41, subdivision 5, and must provide the PELSB and the licensing division at MDE with the necessary and relevant information to enable PELSB and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's license. In addition to the background check required under Minnesota Statutes § section 123B.03, a school board or other school hiring authority must contact PELSB and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data

practices law or by the terms of a collective bargaining agreement, the responsible authority for a school district must disseminate to another school district private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.

VI. MULTIPLE CLASSIFICATIONS

If data on individuals are classified as both private and confidential by Minnesota Statutes Chapter 13, or any other state or federal law, the data are private.

VII. CHANGE IN CLASSIFICATIONS

The school district shall change the classification of data in its possession if it is required to do so to comply with either judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

VIII. RESPONSIBLE AUTHORITY

The school district has designated Thomas May, Executive Director of Human Resources (952-975-7102) as the authority responsible for personnel data. If you have any questions, contact him.

The responsible authority, or a school district employee is so designated, shall serve as the school district's data practices compliance official and, as such, shall be the employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An employee authorization form is included as an addendum to this policy.

Adopted: 8/14/2012

Revised: 10/28/2019; 12/13/2021; 8/28/23

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of ~~controlled substances~~, alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products and ~~alcohol controlled substances~~ before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances, ~~or medical cannabis~~ in any school location.
- C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.
- D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

- A. "Alcohol" includes any alcoholic beverage, ~~malt beverage, fortified wine, or other intoxicating liquor~~ containing more than one-half of one percent alcohol by volume.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 ~~U.S.C. §~~ United States Code section 812, including analogues and look-alike drugs.

- C. “Edible cannabinoid product” means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- D. “Nonintoxicating cannabinoid” means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.
- E. “Medical cannabis” means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; ~~or~~ (4) combustion with use of dried raw cannabis; or (5) any other method, excluding smoking, approved by the ~~commissioner~~ Commissioner of the Minnesota Department of Health (“Commissioner”).
- F. “Possess” means to have on one’s person, in one’s effects, or in an area subject to one’s control.
- G. “School location” includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.
- H. “Sell” means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.
- I. “Toxic substances” includes: (1) glue, cement, aerosol paint, ~~or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system. containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item;~~ (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner.

- I. “Use” means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means. ~~includes to sell, buy, manufacture, distribute, dispense, possess, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.~~

IV. EXCEPTIONS

- A. A violation of this policy does not occur when a person brings onto a school location, for such person’s own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician’s prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minn. Stat. § Minnesota Statutes section 624.701, ~~Subd.~~ subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).
- C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.

V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the school district’s student medication policy.
- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

- D. Employees are subject to the school district’s drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances, intoxicating cannabinoids, or edible cannabinoid products in a school location except with the express permission of the superintendent.
- F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.
- G. Possession of alcohol on school grounds pursuant to the exceptions of Minn. Stat. § Minnesota Statutes section 624.701, ~~Subd.~~ subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. SCHOOL PROGRAMS

- A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
 - 1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
 - 2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including

but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.

B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.

C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

VI. ENFORCEMENT

A. Students

1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and edible cannabinoid products.
- ~~2. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or to law enforcement officials when appropriate.~~
2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counseling service, which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.
3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Adopted: 8/14/2012

Revised: 10/28/2019; 8/28/2023

**TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO,
TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY
DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION****I. PURPOSE**

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

III. TOBACCO AND TOBACCO-RELATED DEVICES DEFINED

- A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of

**TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO,
TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY
DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION**

nicotine or any other substance through inhalation of aerosol vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

- B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including but not limited to; cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. “Smoking” means inhaling, exhaling, burning or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. “Vaping” means using an activated electronic delivery device or heated tobacco product.”

**TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO,
TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY
DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION****IV. EXCEPTIONS**

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

VI. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.

**TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO,
TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY
DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION**

- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

Adopted: 8/14/2012

Revised: 8/26/2019; 6/22/2020; 12/14/20; 8/28/23

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

1. Clothing appropriate for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing appropriate for the activity (i.e., physical education or the classroom).
4. **Hair, including but not limited to hair texture and hair styles such as braids, locks, and twists.**

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

1. "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
2. Clothing bearing a message that is lewd, vulgar, or obscene.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in MSBA/MASA Model Policy 413.
5. Any apparel or footwear that would damage school property.

- D. Headgear, including hats or head coverings are not allowed in the building except with the approval of the building principal (~~i.e.~~ e.g., student undergoing chemotherapy; medical situations, student religious practice or belief).
- E. It is not the intention of this policy to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane or do not advocate violence or harassment against others.
- F. “Gang,” as defined in this policy, means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. “Pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

III. PROCEDURES

- A. When, in the judgment of the administration, a student’s appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.
- B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.
- C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval. **A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.**
- D. Additional details for appropriate dress and appearance and procedures are found in student handbooks that are distributed annually.

Adopted: 03/26/2013

Revised: 08/26/19; 7/25/22; 8/28/23

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

III. DEFINITIONS

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
 - 1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another

school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

##V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student **or to prevent imminent** bodily harm or death to **the student or** another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student **or to prevent imminent** bodily

harm or death to **the student or** another.

- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student ~~or~~ to prevent **imminent** bodily harm or death to **the student or** another.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
 - 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
 - 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
 - 3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure,

including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

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

- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
 - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 - 2. The use of profanity or obscene language, or the possession of obscene materials;
 - 3. Gambling, including, but not limited to, playing a game of chance for stakes;
 - 4. Violation of the school district's Hazing Prohibition Policy;
 - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
 - 6. Violation of the school district's Student Attendance Policy;
 - 7. Opposition to authority using physical force or violence;

8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-free Environment Policy;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;

20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. ~~Inappropriate use of a cell phone in violation of the each student handbook or a violation of the internet acceptable use and safety policy; Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;~~
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district' Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful language toward teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;

- 44. Violation of the school district's one-to-one device rules and regulations;
- 445. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
- 456. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
 - 1. a student causes or is likely to cause serious physical harm to other students or staff;
 - 2. the student's parent or guardian specifically consents to the use of recess detention; or
 - 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

VIII. DISCIPLINARY ACTION OPTIONS

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

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;

- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

VHXXI. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time

not to exceed five (5) days, pursuant to this discipline policy.

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

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

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

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

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.
- C. **The following information about removal from class are identified in the student handbooks:**
 1. **Procedures for Removal of a Student From a Class.**
 2. **Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)**
 3. **Responsibility for and Custody of a Student Removed from Class.**

4. Procedures for Return of a Student to a Specific Class from Which the Student was Removed.
5. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;
6. Disabled Students; Special Provisions.
7. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.
8. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.

IXII. DISMISSAL

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

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

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

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
1. Willful violation of any reasonable school board regulation, including those found in this policy;
 2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
 3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - b. kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

ED. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

23. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
34. **The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability.** Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
45. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days

after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

56. ~~Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. The school administration shall implement alternative educational services when the suspension exceeds five (5) days.~~ Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes section 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minnesota Statutes section 120B.02, although in a different setting.
67. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except
- where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
78. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
- a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minnesota Statutes section Ch. 260C.

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

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40-121A.56; describe ~~alternative educational services~~ **the nonexclusionary disciplinary practices** accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district ~~shall~~ **must** advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) **and is posted on its website.**
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented

during the appeal to the Commissioner.

19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

X. ADMISSION OR READMISSION PLAN

A school administrator ~~shall~~ **must** prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan ~~may~~ **must** include measures to improve the student's behavior, ~~including which may include~~ completing a character education program consistent with Minnesota Statutes section 120B.232, subdivision 1, ~~and require~~ **social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain** parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XI. NOTIFICATION OF POLICY VIOLATIONS

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

In addition, the school district must report, through the MDE electronic reporting system, ~~each exclusion or expulsion~~, each physical assault of a school district employee by a ~~student pupil~~, ~~and each pupil withdrawal agreement~~ within thirty (30) days of the

~~assault~~ effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the ~~alternative educational services~~ the nonexclusionary disciplinary practices or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

XHV. STUDENT DISCIPLINE RECORDS

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

XHVI. ~~DISABLED~~ STUDENTS WITH DISABILITIES

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

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

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

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XVIX. DISTRIBUTION OF POLICY

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

XVIX. REVIEW OF POLICY

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

Adopted: 8/14/2012

Revised: 8/26/2019; 08/28/23

Discipline Complaint Procedure and Form (DCPF)

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, or the implementation of the behavior and discipline policies are not being implemented appropriately or are being discriminately applied.

The process is initiated by submission of a complaint in writing to the Associate Superintendent or designee. The complaint must be submitted in writing and dated by the person making the complaint.

1. Upon receipt of the complaint, district representatives will investigate the complaint. The investigation will commence within three school days of receipt of the complaint. The Associate Superintendent will direct the investigation. The District may use outside counsel as it sees fit. The superintendent may designate staff responsible for any aspect of the process.
2. Upon completion of the investigation, written determination will be provided to the complainant addressing each allegation. The determination will contain findings and conclusions, with appropriate application of the Minnesota Government Data Practices Act.
3. If the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, the Superintendent will require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future.
4. Reprisals or retaliation against any person who asserts, alleges, or reports a complaint is prohibited. District administration will apply appropriate consequences for a person who engages in reprisal or retaliation.

Eden Prairie School District #272 Discipline Complaint Form

Date of Complaint: _____

Name of Person Completing Form: _____ Email _____

Address _____ Cell Phone _____ Student _____

Name _____ Grade _____

Applicable Governing Discipline Documents

- Pupil Fair Dismissal Act
- School District Discipline Policy

Describe your complaint(s) and/or allegation(s) regarding improper implementation of the Minnesota Pupil Fair Dismissal Act and/or the school discipline policy or how the procedures in these two documents are being discriminately applied.

List below any other information you would like the District to consider:

Signature _____ Date: _____

For Administrative Use (Notes):

Date Received: _____

Assignment of Investigator: _____

Date Investigation Complete: _____

Notice of Decision sent to Complainant: _____

Data Practices Act Compliance Conducted: _____

Corrective Action Required: _____

Corrective Action Taken: _____

Matter Closed: _____

Data Practices Act Compliance Conducted: _____

Adopted: 08.23.23

CORPORAL PUNISHMENT AND PRONE RESTRAINT

I. PURPOSE

The purpose of this policy is to describe limitations on **use of** corporal punishment **and prone restraint upon a of** students.

II. GENERAL STATEMENT OF POLICY

No employee or agent of the school district ~~shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct~~ shall inflict corporal punishment or use prone restraint upon a student. ~~As used in this policy, the term "corporal punishment" means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.~~

III. DEFINITIONS

1. "Corporal punishment" means conduct involving:
 - a. hitting or spanking a person with or without an object; or
 - b. unreasonable physical force that causes bodily harm or substantial emotional harm.
2. "Prone restraint" means placing a child in a face-down position.

IV. PROHIBITIONS

1. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.
2. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not use prone restraint.
3. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate distress; places pressure or weight on a

pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil's torso.

4. Conduct that violates this Article is not a crime under Minnesota Statutes, section 645.241, but may be a crime under Minnesota Statutes, chapter 609 if the conduct violates a provision of Minnesota Statutes, chapter 609. Conduct that violates IV.1 above is not per se corporal punishment under the statute. Nothing in this Minnesota Statutes, section 121A.58 or 125A.0941 precludes the use of reasonable force under Minnesota Statutes, section 121A.582.

III.V. EXCEPTIONS

A teacher or school principal may use reasonable force ~~when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another. Other school district employees, school bus drivers, or other agents of a school district may use reasonable force when necessary under the circumstances to restrain a student or prevent bodily harm or death to another.~~ under the conditions set forth in Policy 506 (Student Discipline).

IV. VIOLATION

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

Adopted: 3/26/2013

Revised: 11/25/2019; 08/28/23

I. PURPOSE

The school district desires to participate in the Enrollment Options Program ([Open Enrollment](#)) established by Minn. Stat. § 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn. Stat. § 124D.03.
3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

BC. Standards that may be used for rejection of application. In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Minn. Stat. § 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, [except that such term does](#)

not include with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;

2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F. of this policy.

D. Application. The student and parent or guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) or School Readiness Plus (SRP) Application if applicable) developed by MDE and available on its website.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to follow the application procedures under this

subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

~~a School District Enrollment Options Program application developed by the Minnesota Department of Education and available on their website (education.mn.gov). Go to "Students and Families," then, under "School Choice," select "Open Enrollment." The form is entitled "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education."~~

- E. Lotteries. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of the municipality (a statutory or home rule charter city or town) where:
1. the student's resident district does not operate a school building;
 2. the municipality is located partially or fully within the boundaries of at least five school districts;
 3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and
 4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

F. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. Ch. 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
2. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.

3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.
- H. Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Adopted: 3/26/2013

Revised: 11/25/2019; 08/28/2023

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents and students regarding student promotion, retention and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental involvement and responsive interventions and assessments shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and/or parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered as well as scholastic achievement. The principal's decision shall be final.

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the world's best workforce.
2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.

STUDENT PROMOTION RETENTION AND PROGRAM DESIGN

3. The school district ~~will~~ **must** adopt guidelines for assessing and identifying students for participation in gifted and talented programs **and services consistent with Minnesota Statutes, section 120B.11**. The guidelines should include the use of:
 - a. multiple objective criteria; and
 - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

4. The school district ~~will~~ **must** adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
 - a. assess a student's readiness and motivation for acceleration;
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student;
 - c. physical development, maturity, and emotional factors shall be considered as well as scholastic achievement.

5. The school district ~~will~~ **must** adopt procedures ~~which describe the comprehensive~~
~~evaluation in cognitive, social, and emotional development domains to help~~
~~determine a child's ability to meet kindergarten grade expectations and~~
~~progress to first grade in the subsequent year for early admission to~~
~~kindergarten or first grade of gifted and talented learners. The comprehensive~~
~~evaluation must use valid and reliable instrumentation, be aligned with state~~
~~kindergarten expectations, and include a parental report and teacher~~
~~observations of the child's knowledge, skills, and abilities consistent with Minnesota~~
Statutes, section 124D.02 for early admission to kindergarten or first grade of
gifted or talented learners consistent with Minnesota Statutes, section 120B.11,
subdivision 2, clause (2). The procedures must be sensitive to
under-represented groups.

Adopted: 3/26/2013

Revised: 11/25/19; 8/28/23

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

A. ~~An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.~~

1. ~~on the school premises, at the school functions or activities, on the school transportation;~~
2. ~~by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or~~

3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.
- D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.
- BE. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- EF. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- DG. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- EH. False accusations or reports of bullying against another student are prohibited.

- FI.** A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
1. The developmental ages and maturity levels of the parties involved;
 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 3. Past incidences or past or continuing patterns of behavior;
 4. The relationship between the parties involved; and
 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

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

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

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

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A.** "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyberbullying ~~as defined in this policy~~, **malicious and sadistic conduct, and sexual exploitation**

- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

- E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- EF. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- FG. "Prohibited conduct" means bullying or cyberbullying ~~as defined in this policy~~ malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about ~~bullying prohibited conduct~~.
- GH. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- HI. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district officials designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

- C. The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant’s or reporter’s future employment, grades, work assignments, or educational or work environment.

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

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others,

pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules,

procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The school district shall require ongoing professional development, consistent with ~~Minn. Stat. §~~ **Minnesota Statutes Section** 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 4. The incidence and nature of cyberbullying; and
 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy ~~or a summary thereof~~ must be conspicuously posted **throughout each school building**, in the administrative offices of the school district and **in** the office of each school.
- C. This policy must be ~~given distributed~~ to each ~~school district or~~ school employee and independent contractor ~~who regularly interacts with students at the time of initial employment with the school district at the time of hiring or contracting~~.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. **Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.**
- FG. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with ~~Minn. Stat. §~~ **Minnesota Statutes Section 121A.031 and 121A.0312** and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Adopted: 8/14/2012

Revised: 11/25/2019; 07/25/2022; 8/28/23

516.5 OVERDOSE MEDICATION

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)¹, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

II. GENERAL STATEMENT OF POLICY

The school board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as Naloxone, to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

III. DEFINITIONS

- A. **“Drug-related overdose”** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.

- B. **“Naloxone Coordinator”** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district’s Naloxone Coordinator is the Public Safety Coordinator.
- C. **“Opiate”** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.
- D. **“Opiate Antagonist”** means naloxone hydrochloride (“Naloxone”) or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **“Standing Order”** means directions from the school district’s medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
 - 1. Administration type
 - 2. Dosage
 - 3. Date of issuance
 - 4. Signature of the authorized provider

IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

- A. The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.
[Note: The Minnesota Department of Education offered guidance regarding the meaning of “school site.” If a school site includes multiple buildings, the two-dose requirement applies to buildings used for instruction. It does not apply to administrative buildings, facility buildings, ice arenas, and similar buildings not used for instruction.]

- B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.
- C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.
- D. District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a district-wide collaborative planning and implementation team (“District Planning Team”) who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

1. The District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.
2. The District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.
3. The District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:

- a. Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;
 - b. Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
 - c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
 - d. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
4. The District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.
- E. Site Planning Teams
1. In consultation with the District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
 2. The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.

F. School District Staff

School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

V. NALOXONE STORAGE

- A. The Site Planning Team will select numerous Naloxone storage locations within the school site.
- B. The selected storage locations of Naloxone will be classified as non-public “security information” as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.
- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

VI. Privacy Protections

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

Adopted: 8/28/2023

**USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS
WITH IEPs FROM SCHOOL GROUNDS****I. PURPOSE**

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

II. GENERAL STATEMENT OF POLICY

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

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

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

III. DEFINITIONS

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

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

**USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS
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- C. “Police liaison officer” is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- D. “Crisis team” means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. “Emergency” means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS**A. Removal By Crisis Team**

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

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

**USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS
WITH IEPs FROM SCHOOL GROUNDS****B. Removal By Police Liaison Officer or Peace Officer**

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

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

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

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

C. Reasonable Force Permitted

1. In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
2. In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

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

- 1.a.** Corporal punishment prohibited by Minn. Stat. § 121A.58;
 - 2.b.** Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
 - 3.c.** Totally or partially restricting a child’s senses as punishment;
 - 4.d.** Denying or restricting a child’s access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child’s functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
 - 5.e.** Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556;
 - 6.f.** Physical holding (as defined in Minn. Stat. § 125A.0941) that restricts or impairs a child’s ability to breathe restricts or impairs a child’s ability to communicate distress, places pressure or weight on a child’s head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child’s torso;
 - 7.g.** Withholding regularly scheduled meals or water; and/or
 - 8.h.** Denying a child access to toilet facilities.
- 3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.**

D. Parental Notification

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

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

E. Continued Removals; Review of IEP

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

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

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

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

Adopted: 08/14/2012

Revised: 08/26/2019; 08/28/23

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second school-meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

- A. Students have use of a meal account. When the balance reaches zero, ~~a student may charge no more than 2 meals in grades K-8 and 1 meal in grades 9-12 to this account. When an account reaches this limit,~~ a student shall not be allowed to charge second meals or a la carte items until the ~~negative~~ account balance is ~~paid increased~~. Families may add money to students' accounts (e.g., electronic payment options on the district web site, pay at the school office, or cashier during meal times).
- ~~B. If the school district receives school lunch aid under Minnesota Statutes section 124D.111, it must make lunch available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance.~~
- ~~C. A student with an outstanding meal charge debt will be allowed to purchase a meal if the student pays for the meal when it is received.~~
- ~~D. A student who has been determined to be eligible for free and reduced-price lunch always must be served a reimbursable meal even if the student has an outstanding debt.~~
- B. If the school district participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

C. Each school that participates in the free school meals program must:

- (1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and
- (2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.

~~E.D.~~ Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.

~~F.E.~~ When a student has a negative account balance, the student will not be allowed to charge snack items or a la carte items.

~~G.F.~~ If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission and/or phone call is received from the parent or guardian.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.

B. Families will be notified of an outstanding negative balance once the negative balance reaches ~~\$5 in grades K-12~~ 2 meals in grades K-8 and 1 meal in grades 9-12. Families will be notified by an automated system, phone call, email, and/or letter sent home.

C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals; or affixing stickers, stamps, or pins.

IV. UNPAID MEAL CHARGES

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free ~~and or~~ reduced-price meals for their children.

- B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. Negative balances ~~of more than 2 meals in grades K-8 and 1 meal in grades 9-12;~~ not paid prior to the end of the school year, may be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- E. The school district will not impose any other restriction prohibited under Minnesota Statutes section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

V. COMMUNICATION OF POLICY

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
 - 1. all households at or before the start of each school year;
 - 2. students and families who transfer into the school district, at the time of enrollment; and
 - 3. all school district personnel who are responsible for enforcing this policy.
- B. The school district will post this policy on the school district's website, in addition to providing the required written notification described above.

Adopted: 6/26/2017

Revised: 11/25/2019; 06/22/2020; 12/13/2021; 01/23/2023; 08/28/23

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

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

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
 - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;
 - 2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs **and services** and accelerate their instruction, adopt **early-admission** procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups. and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;
 - 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations ~~under Minn. Stat. § 123B.147, Subd. 3,~~ students’ access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under ~~Minn. Stat. §~~ **Minnesota Statutes Section** 120B.35, Subd. 3(b)(2), and teacher evaluations under ~~Minn. Stat. §~~ **Minnesota Statutes Section** 122A.40, Subd. 8, or 122A.41, Subd. 5;

4. strategies for improving instruction, curriculum, and student achievement; including the English and, where practicable, the native language development and the academic achievement of English learners;
 5. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
 6. an annual budget for continuing to implement the school district plan.
- B. School district site and school site goals shall include the following:
1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning. * These skills include the following:
 - a. reading, writing, speaking, listening, and viewing in the English language;
 - b. mathematical and scientific concepts;
 - c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e. problem solving);
 - d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
 2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
 - a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;

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- d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
 4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
 - a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.
 5. Students will be given the opportunity to acquire human relations skills necessary to:
 - a. appreciate, understand, and accept human diversity and interdependence;
 - b. address human problems through team effort;
 - c. resolve conflicts with and among others;
 - d. function constructively within a family unit;
 - e. promote a multicultural, gender-fair, disability-sensitive society.

- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.
1. The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year and shall identify students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment.
 2. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. the student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student; and the student's progress; and
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

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

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

4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education. With respect to students screened or identified under paragraph (1), the report must include:
 - (a) a summary of the district's efforts to screen for dyslexia;

 - (b) the number of students screened for that reporting year; and

 - (c) the number of students demonstrating characteristics of dyslexia for that year.

Adopted: 8/14/2012

Revised: 8/26/2019; 11/23/20; 8/28/23

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish the total number of student days including beginning and ending dates, and workshop days for staff, and provide for emergency closings and other information related to students, staff, and parents.
- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2, or III.B.3. Days devoted to teacher’s workshops may be held before Labor Day.
 - 1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
 - 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under ~~Minn. Stat. §~~ Minnesota Statutes section 123A.30, 123A.32, or 123A.35 with a school district that qualifies under Section III.B.1.
 - 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the School Board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the School Board.

V. E-LEARNING DAYS

- A. An “e-learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as one day of instruction and included in the hours of instruction pursuant Section III.A., above.
- D. **A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers.** The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student’s teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

Adopted: 5/28/2013

Revised: 8/26/2019; 8/28/23

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY

- A. The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.
- B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation.
- C. Within the ongoing process of curriculum development, the following needs shall be addressed:
 - 1. Provide for articulation of courses of study from kindergarten through grade twelve.
 - 2. Identify minimum objectives for each course and at each elementary grade level.
 - 3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
 - 4. Provide a program for ongoing monitoring of student progress.
 - 5. Provide for specific, particular, and special needs of all members of the student community.

6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.
 7. Integrate required and elective course standards in the scope and sequence of the district curriculum.
 8. Meet all requirements of the Minnesota Department of Education and the federal law.
- D. ~~Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessment that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minn. Stat. § 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.~~
- E. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Adopted: 8/14/2012

Revised: 8/26/2019; 8/28/23

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. Instruction must be provided in at least the following subject areas:
1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
 2. Mathematics and science;
 3. Social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I);
 4. Health and physical education;
 5. The arts;
 6. Career and technical education; and
 7. World languages.
- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.

- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide one time cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.
 - 1. CPR and AED instruction must include CPR and AED training that have been developed:
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction.
“Psychomotor skills” means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
 - 2. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
 - 3. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.
- H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students’ plans must:

1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment related skills such as team work, collaboration, creativity, communication, critical thinking and good work habits;
2. emphasize academic rigor and high expectations;
3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals.
5. help students access education and career options;
6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, and economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

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

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

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

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

~~t. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions.~~

~~1. “Civics test questions” means 50 of the 100 questions that, as of January 1, 2015, United States Citizenship and Immigration Services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state’s civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota’s Legacy website by August 1 of that year.~~

- ~~2. The school district may exempt a student with disabilities from this requirement if the student's individualized education program team determines the requirement is inappropriate and establishes an alternative requirement.~~
 - ~~3. The school district may administer the civics test questions in a language other than English to students who qualify for English learner services.~~
 - ~~4. The school district may administer civics test questions as part of the social studies curriculum.~~
 - ~~5. The school district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.~~
 - ~~6. The school district cannot charge a fee related to this requirement.~~
- I. The following subject areas are required for statewide accountability:
1. language arts;
 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 5. physical education;
 6. health, for which locally developed academic standards apply; and
 7. the arts.

Adopted: 5/28/2013

Revised: 12/9/2019; 07/25/22; 8/28/23

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students entering grade 8 in the 2012-2013 school year and later must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

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

IV. TEST ADMINISTRATOR

The Director of Assessment and Accountability shall be named the school district test administrator.

V. GRADUATION ASSESSMENT REQUIREMENTS

For students enrolled in grade 8 in the 2012-13 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A. Encouragement to participate on a nationally normed college entrance exam in grade 11 or grade 12;
- B. Achievement and career and college readiness tests in mathematics, reading and writing. The tests must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation. In addition, the tests must ensure that the foundational knowledge and skills for student's successful performance in postsecondary employment or education and articulated series of possible targeted interventions are clearly identified and satisfy Minnesota's post-secondary admission requirements. To the extent available, the tests should:
 - 1. Monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and
 - 2. Based on analysis of students' progress and performance data, determine student's learning and instructional needs and the instructional tools and best practices that support academic rigor for the students; and
- C. Consistent with this paragraph and Minnesota Statutes Section 120B.125 (see Policy 604, Section II.H), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

- D. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- E. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- F. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college must be actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.
- G. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students beginning 8th grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level course credits for graduation:

- A. Four credits of language arts; sufficient to satisfy all academic standards English Language arts;
- B. Three credits of mathematics, including an Algebra II credit or its equivalent, geometry, statistics and probability, or its equivalent, sufficient to satisfy the academic standards in mathematics. Students in the graduation class of 2015 and beyond must complete algebra 1 credit by the end of the 8th grade sufficient to satisfy all of the 8th grade standards in mathematics.
- C. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- D. Four credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics, or three credits of social studies, encompassing at least United States history, geography, government and citizenship, and world history, and one-half credit of economics.

- E. One credit in the arts; to satisfy all of the state or local academic standards in arts; and
- F. A minimum of 9.5 elective course credits.
- G. All students must satisfactorily complete the following required and elective standards, in accordance with the standards adopted by the school district:
 - 1. Physical Education, 1 credit
 - 2. Health, .5 credit
 - 3. Computer Related Course, .5 credit
 - 4. Business Related Course, .5 credit
 - 5. World Languages (K-12), 2 credits

VIII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must satisfactorily complete the currently adopted Minnesota Academic Standards, in accordance with the standards developed by the Minnesota Department of Education (MDE):
 - 1. Minnesota Academic Standards, English Language Arts K-12;
 - 2. Minnesota Academic Standards, Mathematics K-12;
 - 3. Minnesota Academic Standards, Science K-12;
 - 4. Minnesota Academic Standards, Social Studies K-12;
 - 5. Minnesota Academic Standards, Arts K-12; and
 - 6. Minnesota Academic Physical Education K-12
- B. A career and technical education credit may fulfill a mathematics or arts credit under VI.A.2. or VI.A.6., above.
- C. A computer science credit may fulfill a mathematics credit requirement under VI.A.2., if the credit meets state academic standards in mathematics

- D. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairment for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.
- E. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes section 120B.07 upon meeting the following conditions:

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

Adopted: 6/25/2013

Revised: ~~8/26/2019~~; 07/25/2022; 8/28/23

I. PURPOSE

The purpose of this policy is to focus public education on a process ~~which that~~ promotes higher academic achievement for all students and ensures broad based community participation in decisions regarding the implementation of Minnesota K-12 Academic Standards and the federal law.

II. GENERAL STATEMENT OF POLICY

The curriculum, instruction, assessment and program evaluation shall be directed toward the fulfillment of the district mission and student achievement goals. The school district ~~will~~ established a process to review and improve curriculum, instruction and assessment which includes input by students, parents or guardians and local community members. The school district will be accountable to the public and state through annual reporting.

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "Graduation Standards" means the credit requirements and locally adopted content standards or Minnesota K-12 Academic Standards that school district must offer and certify that students complete to be eligible for a high school diploma.
- C. "World's Best workforce" means striving to meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING**A. School District Goals**

The School Board has established student achievement policies (Ends) ~~which that~~ provide broad direction for the school district. These policies are monitored annually and approved by the Board.

B. System for Reviewing All Instruction and Curriculum

The district Superintendent shall maintain a curriculum review cycle that consists of two parts. First, the major review of a curriculum area is aligned with the state release of new standards. Second, a “just in time” or monitoring of curriculum areas is completed annually.

C. The School Board shall approve an advisory committee as submitted by the Superintendent on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities. Recommendations of this committee shall be published annually to the community.

1. The committee will be known as the Worlds’ Best Workforce Advisory Council. (WBWF)
2. The committee shall, to the extent possible, include parents, teachers, support staff, students and other community residents. It also shall reflect the diversity of the district and its learning sites, to the extent possible.
3. By Oct. 1st of each year the Advisory Committee (WBWF) will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
4. The WBWF (ad hoc) shall review and/or make recommendations to the Superintendent or designee regarding the following:
 - a. Rigorous state and local academic standards
 - b. Student achievement goals and measures
 - c. Assessments (local, state, national, and international)
 - d. Program evaluations

D. Reporting

1. Consistent with ~~Minn. Stat. §~~ **Minnesota Statutes section** 120B.36, Subd.1, the School Board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes,

plans, strategies, and practices for improving curriculum and instruction and cultural competency, and efforts to equitably distribute diverse, effective, experienced, and in-field teachers and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to world's best workforce. The School Board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituents in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Adopted: 9/25/2012

Revised: 8/26/2019; 7/25/22; 8/28/23

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to ~~Minn. Stat. §~~ Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. ~~“Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.~~ “Concurrent enrollment” means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes section 124D.091.
- C. ~~“Commissioner” means the Commissioner of MDE.~~ “Course” means a course or program.
- D. ~~“Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and~~

~~includes blended and online learning.~~

- ED. “Eligible institution” means a Minnesota public **postsecondary** institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- FE. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. ~~“Online learning” is a form of digital learning delivered by an approved online learning provider.~~
- ~~H. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.~~
- HF. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
 - 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
- B. Transfer of Academic Requirements from Other Schools
 - 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

- a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - c. If no comparable course is offered by the school district for which high school graduation credit would be provided, elective credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
- a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

- d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
- C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under ~~Minn. Stat. § Minnesota Statutes section~~ 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the ~~Minnesota Academic Standards content standards~~ academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a postsecondary enrollment options course or program that meets or exceeds a graduation standard or requirement ~~shall~~ must be counted toward the graduation and credit requirements ~~of a student completing the Minnesota Academic Standards; and subject area requirements of the district.~~
 - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
 - 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit

applied toward graduation requirements.

5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.

~~VI. CREDIT FROM ONLINE LEARNING COURSES~~

- ~~A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.~~
- ~~B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.~~
- ~~C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.~~

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

- A. The school district does not offer weighted grades.

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Adopted: 11/27/2017

Revised: 8/26/2019; 8/28/23

I. PURPOSE

This policy aligns with Minnesota law established in the READ Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, encoding, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.

B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.

C. "Foundational reading skills" include phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.

D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.

E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the READ Act; provide support to school-based coaches; support the implementation of structured literacy, targeted instructional matches, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals; and data is used for educational decision making.

G. "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.

H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.

I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.

J. "Progress monitoring" the regular and systematic collection of data about student progress. Progress monitoring, a type of formative assessment, is used to assess student academic performance, to quantify a student's rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.

M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.

N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).

B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.

C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:

1. the student's reading proficiency as measured by a screener approved by MDE;
2. reading-related services currently being provided to the student and the student's progress; and
3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

D. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.

B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.

C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

D. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.

E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:

1. a summary of the school district's efforts to screen for dyslexia;
2. the number of students universally screened for that reporting year;
3. the number of students demonstrating characteristics of dyslexia for that year; and
4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes section 125A.56, subdivision 1.

VI. INTERVENTION

A. For each student identified under the screening identification process, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.

B. The school district must implement progress monitoring, as defined in Minnesota Statutes section 120B.1118, for a student not reading at grade level.

C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the

curriculum or materials must be evidence-based as defined in Minnesota Statutes section 120B.1118.

D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.

E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the READ Act, and include the following:

1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes section 120B.123;
2. a process to notify and involve parents;
3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
5. identification of staff development needs, including a plan to meet those needs;
6. the curricula used by school site and grade level;
7. a statement of whether the school district has adopted an MTSS framework;
8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;
 - b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level; and
9. the number of teachers and other staff that have completed training approved by the department.

B. The school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner beginning June 15, 2024.

VIII. STAFF TRAINING

A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes section 120B.123, subdivision 5, to:

1. intervention teachers working with students in kindergarten through grade 12;
2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
3. special education teachers;
4. curriculum directors;
5. instructional support staff who provide reading instruction; and
6. employees who select literacy instructional materials for a district.

B. The school district must provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a school district an extension to these deadlines.

C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the READ Act.

IX. STAFF DEVELOPMENT

A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

B. The school district shall use the data under Article V. above to identify the staff development needs so that:

1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;

2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;

3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;

4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and

5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

Adopted: 8/28/23

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. § Minnesota Statutes sections~~ 123B.88 and §123B.92 when applicable. (~~Minn. Stat. § Minnesota Statutes section~~ 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. § Minnesota Statutes section~~ 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. § Minnesota Statutes section~~ 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. § Minnesota Statutes section~~ 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. § Minnesota Statutes section~~ 123B.86, Subd. 3; ~~Minn. Stat. § Minnesota Statutes section~~ 123B.91, Subd. 1a)
- F. The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.
- G. If the school board provides pupil transportation through the school's employees, the school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes sections 123B.84 to 123B.87.
- H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes sections 123B.84 to 123B.87.
- I. 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.

TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS**IV. 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. §~~ **Minnesota Statutes section 125A.18**)
- B. 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 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. §~~ **Minnesota Statutes section 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 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 (*District Policy 707*) shall apply to the transportation of nonpublic school students except as specifically provided herein.

Adopted: 5/28/2013

Revised: 8/26/2019; 8/28/23

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 School Bus Safety Training

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

and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by ~~Minn. Stat. § Minnesota Statutes~~ section 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.~~
- 9.8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
- 10.9. 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.

C. Active Transportation Safety Training

1. Training required

a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.

b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:

(1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and

(2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.

2. Deadlines.

a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.

b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.

c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.

d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.

3. Instruction

a. The school district may provide active transportation safety training through distance learning.

b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

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 five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
 - b. Respect the property of others while waiting at your bus stop.

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

3. Rules on the Bus

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

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. K-12 Student Consequences

1 st offense	warning
2 nd offense	1 school-day suspension from riding the bus
3 rd offense	3 school-day suspension from riding the bus
4 th offense	5 school-day suspension from riding the bus

Further offenses individually considered. Students may be suspended for longer periods of time, including 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.

2. Other Discipline

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

3. Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that 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.

4. Vandalism/Bus Damage

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

5. Notice

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

6. 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 five minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-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, who has a Minnesota commercial driver's license suspended, revoked, or canceled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within ten days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING**A. Training**

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, “annually” means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver “evaluation certification” form for each school district driver as contained in the Model School Bus Driver Training Manual.
2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

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

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

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

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether 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. §~~ **Minnesota Statutes section** 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.~~ Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
 - 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 ten days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under ~~Minn. Stat. § Minnesota Statutes section~~ 122A.18, Subd. 8, or ~~Minn. Stat. § Minnesota Statutes section~~ 123B.03 for school district employees; ~~Minn. Stat. § Minnesota Statutes section~~ 144.057 or Minn. Stat. Ch. 245C for day care employees; or ~~Minn. Stat. § Minnesota Statutes section~~ 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. § Minnesota Statutes section~~ 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. § Minnesota Statutes section~~ 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. §~~ **Minnesota Statutes section** 171.321, Subd. 5.
 - g. A person who sustains a conviction, as defined under ~~Minn. Stat. §~~ **Minnesota Statutes section** 609.02, of violating ~~Minn. Stat. §~~ **Minnesota Statutes sections** 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. §~~ **Minnesota Statutes sections** 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five years from the date of conviction.
 - h. A person who has ever been convicted of a disqualifying offense as defined in ~~Minn. Stat. §~~ **Minnesota Statutes section** 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. §~~ **Minnesota Statutes section** 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within three years of the first of three other moving offenses is precluded from operating a type III vehicle for one year from the date of the last conviction.
 - j. Students riding the type III vehicle must have training required under ~~Minn. Stat. §~~ **Minnesota Statutes section** 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. §~~ **Minnesota Statutes section** 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 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 eight-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by ~~Minn. Stat. §~~ **Minnesota Statutes section 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. §~~ **Minnesota Statutes section 171.02**, Subd. 2a(h) - 2a(j).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration’s “Guideline for the Safe Transportation of Pre-school Age Children in School Buses,” if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
 - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.

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

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call “911” or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III “Crash & Emergency Preparedness” of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one (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. §~~ **Minnesota Statutes section** 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.

Adopted: 8/14/2012

Revised: 8/26/2019, 8/28/23

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES**I. PURPOSE**

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

II. DEFINITIONS**A. Grants**

1. “State-administered grants” are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
2. “Direct grants” are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

B. “Non-federal entity” means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

C. “Federal award” has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:

1.
 - a. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability); or
 - b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability).
2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 C.F.R. § 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.

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3. “Federal award” does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- D. “Contract” means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 C.F.R. Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- E. Procurement Methods
1. “Procurement by micro-purchase” is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally \$25,000, except as otherwise discussed in 48 C.F.R. Subpart 2.1 or as periodically adjusted for inflation).
 2. “Procurement by small purchase procedures” are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than \$175,000 (periodically adjusted for inflation).
 3. “Procurement by sealed bids (formal advertising)” is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
 4. “Procurement by competitive proposals” is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.
 5. “Procurement by noncompetitive proposals” is procurement through solicitation of a proposal from only one source.

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- F. “Equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$5,000.
- G. “Compensation for personal services” includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 C.F.R. § 200.431 (Compensation - Fringe Benefits).
- H. “Post-retirement health plans” refer to costs of health insurance or health services not included in a pension plan covered by 2 C.F.R. § 200.431(g) for retirees and their spouses, dependents, and survivors.
- I. “Severance pay” is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.
- J. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- K. “Relocation costs” are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.
- L. “Travel costs” are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. CONFLICT OF INTEREST

- A. Employee Conflict of Interest. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for

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situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.

- B. Organizational Conflicts of Interest. The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.
- C. Disclosing Conflicts of Interest. The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policy.

IV. ACCEPTABLE METHODS OF PROCUREMENT

- A. General Procurement Standards. The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.
- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.

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- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
- G. The school district must take all necessary affirmative steps to assure that minority businesses, women’s business enterprises, and labor surplus area firms are used when possible.
- H. Methods of Procurement. The school district must use one of the following methods of procurement:
1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.
 2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
 3. Procurement by sealed bids (formal advertising).
 4. Procurement by competitive proposals. If this method is used, the following requirements apply:
 - a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
 - b. Proposals must be solicited from an adequate number of qualified sources;
 - c. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;

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- d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
 - e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.
5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:
- a. The item is available only from a single source;
 - b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
 - c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
 - d. After solicitation of a number of sources, competition is determined inadequate.
- I. Competition. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:
- 1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the

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performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.
- K. Non-federal entities are prohibited from contracting with or making subawards under “covered transactions” to parties that are suspended or debarred or whose principals are suspended or debarred. “Covered transactions” include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.
- L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 C.F.R. § 180.215.

V. MANAGING EQUIPMENT AND SAFEGUARDING ASSETS

- A. Property Standards. The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to property owned by the non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 C.F.R. §§ 200.311, 200.314, and 200.315.

- B. Equipment

Management requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

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1. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
4. Adequate maintenance procedures must be developed to keep property in good condition.
5. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

VI. FINANCIAL MANAGEMENT REQUIREMENTS

- A. Financial Management. The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.
- B. Payment. The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

Advance payments to a school district must be limited to the minimum amounts needed and timed to be in accordance with the actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as

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close as is administratively feasible to the actual disbursements by the non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

- C. Internal Controls. The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with guidance in “Standards for Internal Control in the Federal Government,” issued by the Comptroller General of the United States, or the “Internal Control Integrated Framework,” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must also evaluate and monitor the school district’s compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must also take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

- A. Allowable Use of Funds. The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. “Allowable cost” means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes,

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regulations, guidance, applications, and approved grant awards.

2. “Education Department General Administrative Regulations (EDGAR)” means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
 3. “Omni Circular” or “2 C.F.R. Part 200s” or “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” means federal cost principles that provide standards for determining whether costs may be charged to federal grants.
 4. “Advance payment” means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.
- C. Allowable Costs. The following items are costs that may be allowable under the 2 C.F.R. Part 200s under specific conditions:
1. Advisory councils;
 2. Audit costs and related services;
 3. Bonding costs;
 4. Communication costs;
 5. Compensation for personal services;
 6. Depreciation and use allowances;
 7. Employee morale, health, and welfare costs;
 8. Equipment and other capital expenditures;
 9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;
 10. Insurance and indemnification;

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11. Maintenance, operations, and repairs;
 12. Materials and supplies costs;
 13. Meetings and conferences;
 14. Memberships, subscriptions, and professional activity costs;
 15. Security costs;
 16. Professional service costs;
 17. Proposal costs;
 18. Publication and printing costs;
 19. Rearrangement and alteration costs;
 20. Rental costs of building and equipment;
 21. Training costs; and
 22. Travel costs.
- D. Costs Forbidden by Federal Law. 2 CFR Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 CFR Part 200s; thus, the following list is not exhaustive:
1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;
 2. Alcoholic beverages;
 3. Bad debts;
 4. Contingency provisions (with limited exceptions);
 5. Fundraising and investment management costs (with limited exceptions);

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6. Donations;
 7. Contributions;
 8. Entertainment (amusement, diversion, and social activities and any associated costs);
 9. Fines and penalties;
 10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
 11. Goods or services for personal use;
 12. Interest, except interest specifically stated in 2 C.F.R. § 200.441 as allowable;
 13. Religious use;
 14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
 15. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
 16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.
- E. Program Allowability
1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
 2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.

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3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:
 - a. Necessary for the proper and efficient performance or administration of the program.
 - b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
 - c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
 - d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
 - e. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

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- G. Program Specific Fiscal Rules. The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.
1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
 2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
 3. Auditors generally presume supplanting has occurred in three situations:
 - a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.
 - b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
 - c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.
 4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES**H. Approved Plans, Budgets, and Special Conditions**

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.
2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.
2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

- J. Employee Sanctions. Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING**A. Compensation – Personal Services**

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and
2. Follows an appointment made in accordance with a school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entity wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES**B. Compensation – Fringe Benefits****1. During leave:**

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
- b. The costs are equitably allocated to all related activities, including federal awards; and
- c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 C.F.R. § 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.

5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established

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written policies of the school district.

6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.
- C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.
- D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:
1. Critical and necessary for the conduct of the project;
 2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
 3. Consistent with the school district's cost accounting practices and school district policy; and
 4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.
- E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.
- F. Travel Costs. Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

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In addition, when costs are charged directly to the federal award, documentation must justify the following:

1. Participation of the individual is necessary to the federal award; and
2. The costs are reasonable and consistent with the school district's established travel policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

1. A direct result of the individual's travel for the federal award;
2. Consistent with the school district's documented travel policy for all school district travel; and
3. Only temporary during the travel period.

Adopted: 6/27/2016

Revised: 8/26/2019; 06/28/21; 06/27/22

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. ~~For purposes of this Policy, the term, "school districts," shall include charter schools.~~ The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with first responders and other relevant community organizations. The school district will ensure that relevant first responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Emergency Planning and Procedures Guide for Schools to assist in the development of building-specific crisis management plans. Finally, all general crisis procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.
 - a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.
 - b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee.

Safe areas may change based upon the specific emergency situation.

The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.
2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.
 3. School Emergency Response Teams
 - a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building

will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

- b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion.
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically ~~without warning~~ at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes section 299F.30. See Minnesota Statutes section 121A.035.
6. A record of fire drills conducted at the building will be maintained electronically.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings.

It shall be the responsibility of the building administrator to inform students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Grief-Counseling Procedures

Grief-counseling procedures will set forth the procedure for initiating grief-counseling plans. The procedures will utilize available resources including the school psychologist, counselor, community grief counselors, or others in the community. Grief-counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such

as after an assault, a hostage situation, shooting, or suicide. The grief-counseling procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.

3. "Evidence-based" means a program or practice that demonstrates any of the following:

a. a statistically significant effect on relevant outcomes based on any of the following:

i. strong evidence from one or more well designed and well implemented experimental studies;

ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or

b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;

2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:

a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;

- b. the importance of taking threats seriously and seeking help; and
 - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.
3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
- a. student opportunities for leadership related to prevention and safety;
 - b. encouragement and support to students in establishing clubs and programs focused on safety; and
 - c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and
2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation

- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

V. MISCELLANEOUS PROCEDURES**A. Chemical Accidents**

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

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