

**INDEPENDENT SCHOOL
DISTRICT #624**



**SCHOOL BOARD
MEETING PACKET**

September 9, 2024

Independent School District No. 624

MISSION STATEMENT

The mission of the White Bear Lake Area School District, the community at the forefront of educational excellence, honoring our legacy and courageously building the future, is to ensure each student realizes their unique talents and abilities, and makes meaningful contributions with local and global impact through a vital system distinguished by:

- *Students who design and create their own future*
- *A culture that respects diverse people and ideas*
- *Safe, nurturing and inspiring experiences*
- *Exceptional staff and families committed to student success*
- *Abundant and engaged community partners*

A. PROCEDURAL ITEMS

INDEPENDENT SCHOOL DISTRICT NO. 624
WHITE BEAR LAKE, MN 55110

To: Members of the School Board

From: Dr. Wayne Kazmierczak
Superintendent of Schools

Date: September 4, 2024

A meeting of the White Bear Lake Area School Board will be held on **Monday, September 9, 2024** at 5:30 p.m. in Room 112 at District Center, 4855 Bloom Avenue, White Bear Lake, MN. This meeting is open to the public.

AGENDA

A. PROCEDURAL ITEMS

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Approve Agenda
5. Induction of Student Representative
6. Consent Agenda
 - a) Approval of Minutes
 - b) Payment of Invoices
 - c) Acceptance of Gifts
 - d) Approve Field Trips
 - e) Human Resources Items

B. PUBLIC FORUM

During the Public Forum any person may address the School Board on a topic of interest or concern. Listed below are the procedures.

1. Speakers must reside in the District, be a guardian of a student(s) in the District, be a student in the District or be employed by the District. The School Board will give priority to individuals who wish to address a specific item that is on the agenda for that meeting. After this priority has been applied, any remaining openings to speak - up to the total of ten individuals - will be determined by lot.
2. Public Forum will be open for up to 30 minutes. (3 minutes per speaker, 10 minutes per topic, no more than 3 speakers per topic). Speakers are encouraged to avoid repeating comments that other speakers have made.
3. Those who wish to address the School Board must submit a written request to speak before 3:00 pm on the day of the School Board meeting. Requests must be submitted to the following email address: publiccomment@isd624.org, or by phone at 651-407-7563.
4. The School Board Chair will call speakers to the microphone and will recognize one speaker at a time. Speakers must be in person to be recognized.

Only those individuals who have been recognized by the School Board Chair will be allowed to speak during the public comment period.

5. School District policy and data privacy laws preclude the School Board from publicly discussing personnel and student matters or data, including information, which, if discussed in a public meeting could violate law or policy.
6. Members of the public may not engage in conduct that materially and substantially disrupts any part of a School Board meeting, or that otherwise impedes the School Board's ability to conduct its business in an orderly and efficient fashion.
7. If a speaker violates any of the established procedures or engages in any prohibited conduct, the Board Chair will rule the speaker out of order.
8. An appropriate school district official may be assigned to contact the speaker with answers to their questions or with follow-up information.
9. A handout on the purpose of the Public Forum and the process is available at each regular School Board meeting.
10. Citizens may be asked to address the School Board on a particular subject during the discussion of that item.

C. INFORMATION ITEMS

1. Superintendent's Report
2. Opening School Report

D. DISCUSSION ITEMS

1. Summary of Superintendent's Evaluation
2. First Reading of School Board Policies:
 - a. 507, Corporal Punishment and Prone Restraint;
 - b. 507.5, School Resource Officers;
 - c. 532, Use of Peace Officers and Crisis Teams to Remove Students From School Grounds;
 - d. 608, Instructional Services;
 - e. 616, School district System Accountability;
 - f. 620, Credit for Learning;
 - g. 806, Crisis Management Policy.The policies listed above will be on the October 14, 2024 or subsequent agenda for a second reading.

E. OPERATIONAL ITEMS

1. Action on Tentative Agreement – 2023-25 Fiscal Year Extended Day Staff
2. Action on School Board Policies:
 - a. 102, Equal Educational Opportunity;
 - b. 204, School Board Meeting Minutes;
 - c. 413, Harassment and Violence;

- d. 416, Drug, Alcohol, and Cannabis Testing;
- e. 418, Drug-Free & Alcohol-Free Workplace/Drug-Free & Alcohol-Free School;
- f. 425, Staff Development and Mentoring;
- g. 503, Student Attendance;
- h. 506, Student Discipline;
- i. 509, Enrollment of Nonresident Students;
- j. 512, School Sponsored Student Publications and Activities;
- k. 513, Student Promotion, Retention and Program Design;
- l. 515, Protection and Privacy of Student Records;
- m. 516, Student Medication and Telehealth;
- n. 521, Student Disability Nondiscrimination;
- o. 524, Internet, Technology, and Cell Phone Acceptable Use and Safety;
- p. 535, Service Animals on School Property;
- q. 601, School District Curriculum and Instruction Goals;
- r. 603, Curriculum Development;
- s. 604, Instructional Curriculum;
- t. 609, Religion and Religious and Cultural Observances;
- u. 613, Graduation Requirements;
- v. 615, Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students;
- w. 619, Professional Development for Standards;
- x. 624, Online Instruction;
- y. 707, Transportation of Public School Students;
- z. 708, Transportation of Nonpublic School Students;
- aa. 709, Student Transportation Safety; and
- bb. 802, Disposition of Obsolete Equipment and Material.

F. BOARD FORUM

G. ADJOURNMENT

AGENDA ITEM: **Induction of Student Representative**
MEETING DATE: **September 9, 2024**
SUGGESTED DISPOSITION: **Procedural Item**
CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**

BACKGROUND:

We are pleased to welcome our senior Student Representative for the 2024-25 school year.



Lydia Kleinhans: 12th grade student at White Bear Lake Area High School, will serve as the Student Representative for the 2024-25 school year. Lydia is a trumpet section leader in the band, plays club soccer, and works as a lifeguard at the YMCA. She is also a part time PSEO student at St. Kate's.

AGENDA ITEM: **Consent Agenda**
MEETING DATE: **September 9, 2024**
SUGGESTED DISPOSITION: **Action Items**
CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**

BACKGROUND:

The Consent Agenda is designed to expedite the handling of routine and miscellaneous official business of the School Board. The entire agenda may be adopted by the Board in one motion. The motion for adoption is not debatable and must receive unanimous approval. By request of an individual Board member, an item can be removed from the Consent Agenda and placed upon the regular agenda for consideration and action.

Consent Agenda

- a) Approval of Minutes
- b) Payment of Invoices
- c) Acceptance of Gifts
- d) Field Trip Request(s)
- e) Human Resources Items

RECOMMENDED ACTION:

BE IT RESOLVED by the School Board of Independent School District No. 624 that Consent Agenda items, A-6a through A-6e, be approved as written, and a copy of the agenda items is attached to the minutes.

AGENDA ITEM: **School Board Minutes**
MEETING DATE: **September 9, 2024**
SUGGESTED DISPOSITION: **Action Item**
CONTACT PERSON(S): **Scott Arcand, School Board Clerk**

BACKGROUND:

The School Board minutes from last month's meeting are being presented for approval by the School Board.

RECOMMENDED ACTION:

Approve minutes.

INDEPENDENT SCHOOL DISTRICT NO. 624
WHITE BEAR LAKE, MN 55110

A meeting of the White Bear Lake Area School Board was held on **Monday, August 12 2024** at 5:30 p.m. in Room 112 at District Center, 4855 Bloom Avenue, White Bear Lake, MN. This meeting was open to the public and a recording is posted on the website.

AGENDA

A. PROCEDURAL ITEMS

1. Vice-Chair Thompson called the meeting to order at 5:30 p.m.
2. Roll Call - Present: Thompson, Arcand, Beloyed, Daniels, Newmaster, Streiff Oji.
Absent: Ellison.
Ex-officio: Kazmierczak.
3. Pledge of Allegiance.
4. Newmaster moved and Daniels seconded to approve the agenda as presented.
Voice vote: Ayes, Thompson, Arcand, Beloyed, Daniels, Newmaster, Streiff Oji. Nays, none. Motion carried.
5. Beloyed moved and Daniels seconded to approve the consent agenda consisting of:
 - a) Minutes for Board meeting on July 8, 2024;
 - b) Invoices based upon a random sample, all of which met the standards and guidelines as set by the School Board;
 - c) Resolution regarding acceptance of gifts with thank you letters directed to the donors;
 - d) Field trips;
 - e) Resolution regarding personnel items to include:
 - RESIGNATION/TERMINATION/NON-RENEWAL – CLASSIFIED STAFF
 - SHAWNA CAREY – AA - Associate Principal - Mariner Middle School
Employed by District 624 since 06/14/2021
Effective Date: 06/06/2024
 - KYLE HEXUM – Custodian - WBLAHS
Employed by District 624 since 07/31/2023
Effective Date: 07/31/2024
 - NICOLE KRUSE – Campus Security - WBLAHS
Employed by District 624 since 03/26/2012
Effective Date: 06/06/2024
 - DEVIN LYDON – Nutrition Service Asst - Oneka Elementary
Employed by District 624 since 08/23/2021
Effective Date: 06/06/2024
 - ZOE MAZIS – Paraeducator - Mariner Middle School
Employed by District 624 since 09/24/2004
Effective Date: 06/06/2024
 - JILL MEATH – Nutrition Service Asst - WBLAHS
Employed by District 624 since 09/24/2004
Effective Date: 07/08/2024
 - CARISSA NELOMS – Nutrition Service Asst - Mariner Middle School
Employed by District 624 since 04/01/2024
Effective Date: 06/06/2024
 - WANDA NEMETH – Asst Head Custodian - Central Middle School

Employed by District 624 since 07/26/2022

Effective Date: 07/26/2024

JACOB PIERCE – Part Time Custodian - WBLAHS

Employed by District 624 since 09/12/2022

Effective Date: 07/05/2024

MALERIE SCHMIDT – Paraeducator - Central Middle School

Employed by District 624 since 02/22/2022

Effective Date: 06/06/2024

SAMANTHA RICHARDS – Paraeducator - WBLAHS

Employed by District 624 since 11/29/2023

Effective Date: 06/06/2024

HAYLEY VAN DEMARK – Paraeducator - TEC

Employed by District 624 since 12/02/2019

Effective Date: 06/06/2024

➤ **RESIGNATION/TERMINATION/NON-RENEWAL – CERTIFIED STAFF**

ELIZABETH KRATZE – French & AVID Teacher - WBLAHS

Employed by District 624 since 08/30/2021

Effective Date: 06/07/2024

➤ **RESIGNATION/TERMINATION/NON-RENEWAL – NON-AFFILIATED STAFF**

AMANDA HARRIS – Senior Accountant - District Center

Employed by District 624 since 02/01/2023

Effective Date: 08/02/2024

MOLLY KIEGER – OST Site Supervisor - Oneka Elementary

Employed by District 624 since 01/03/2022

Effective Date: 09/30/2024

➤ **RETIREMENT – CERTIFIED STAFF**

SHELLY KELBER – Math Teacher - Mariner Middle School

Employed by District 624 since 08/21/2003

Effective Date: 10/01/2024

ANGELA MULLEN – School Nurse - Central Middle & Birch Lake Elementary

Employed by District 624 since 08/22/2016

Effective Date: 06/07/2024

ANANTH PAI – 5th Grade Teacher - Matoska Elementary

Employed by District 624 since 08/23/2007

Effective Date: 06/07/2024

JULIA STONEHOUSE – Intervention Teacher - Matoska International

Employed by District 624 since 08/21/2008

Effective Date: 06/07/2024

ROBERT SMITH – 3rd Grade Teacher - Lakeaires Elementary

Employed by District 624 since 09/24/1990

Effective Date: 06/07/2024

➤ **EXTRA ASSIGNMENT – CERTIFIED STAFF**

SAMANTHA JAMES – .2 FTE Science Teacher - Mariner Middle School

BA step 6, \$11,397.20

Effective Date: 2024 - 2025 school year

JEFFREY WAGNER – .2 FTE Math Teacher - Mariner Middle School

MA + 60 step 13, \$21,743.80

Effective Date: 2024 - 2025 school year

➤ **CHANGE IN ASSIGNMENT – CLASSIFIED STAFF**

ASHLEY ANDERSON – Paraeducator - WBLAHS - Increase in hours

From 6.5 hours/day To 6.75 hours/day

Effective Date: 09/02/2024

BRENDA BEDELL – NS Asst Manager - Mariner Middle School - Increase in hours

From 5.75 hours/day To 6.5 hours/day

Effective Date: 09/02/2024

SUSAN BOWEN – From NS Asst Manager - WBLAHS To Administrative Asst - Associate Principal - WBLAHS

From 7 hours/day To 8 hours/day

From \$23.71/hr to \$22.45/hr

Effective Date: 08/05/2024

ANGELA COSGROVE – From Early Childhood Paraeducator - Lakeaires To Student Supervisor - Mariner Middle School

From 5.5 hours/day To 8 hours/day

From \$20.82/hr to \$23.69/hr

Effective Date: 09/02/2024

LAURA GERDING – NS Prod Lead - Mariner Middle School - Increase in hours

From 5.75 hours/day To 6.5 hours/day

Effective Date: 09/02/2024

SARAH JOHNSON – NS Asst - WBLAHS - Increase in hours

From 5.5 hours/day To 5.75 hours/day

Effective Date: 09/02/2024

SUZANNE KNOPS – Paraeducator - WBLAHS - Increase in hours

From 3 hours/day To 6.5 hours/day

Effective Date: 09/02/2024

LAURA LEDER – NS Asst - WBLAHS - Increase in hours

From 3.75 hours/day To 5.75 hours/day

Effective Date: 09/02/2024

AMY LEWELLEN-CONTRERAS – Paraeducator - TEC - Increase in hours

From 6.0 hours/day To 6.5 hours/day

Effective Date: 09/02/2024

ROSEMARIE MILLER – Paraeducator - WBLAHS - Increase in hours

From 6.5 hours/day To 8 hours/day

Effective Date: 09/02/2024

STEPHANIE NEUHAUS – From ADSIS Paraeducator - Vadnais Heights Elementary To Paraeducator - Vadnais Heights Elementary

From 3 hours/day To 6.5 hours/day

From \$21.52/hr to \$23.69/hr

Effective Date: 09/02/2024

KERRY NOREN – From Early Childhood Asst - Oneka Elementary To Paraeducator - Normandy Park

From 4.2 hours/day To 4.8 hours/day

From \$21.52/hr to \$23.69/hr

Effective Date: 09/02/2024

DAVID SCHMIDT – Paraeducator - WBLAHS - Increase in hours

From 6.5 hours/day To 6.75 hours/day

Effective Date: 09/02/2024

PANG VANG – NS Production Lead - Mariner Middle School - Increase in hours
From 5.75 hours/day To 6.5 hours/day
Effective Date: 09/02/2024
MARY VOSS – NS Asst - WBLAHS - Increase in hours
From 5.5 hours/day To 5.75 hours/day
Effective Date: 09/02/2024
REBECCA WALLIN – Paraeducator - WBLAHS - Increase in hours
From 6.5 hours/day To 8 hours/day
Effective Date: 09/02/2024

➤ **RETURN FROM LEAVE OF ABSENCE – CLASSIFIED STAFF**

EMILY KRONSCHNABLE – Paraeducator - WBLAHS
Employed by District since 10/31/2022
Effective Date: 09/02/2024

➤ **PART-TIME LEAVE OF ABSENCE – CERTIFIED STAFF**

KRISTIN CHASE – Music Teacher - Central & Mariner Middle School
Position 1.0 FTE (Leave 0.3 FTE)
Effective Date: 2024-2025 school year
LISA PHILLIPS – Special Education Teacher - WBLAHS
Position 1.0 FTE (Leave 0.2 FTE)
Effective Date: 2024-2025 school year
MAGDALEN SKATRUD – Speech Language Pathologist - North Star Elementary
Position 1.0 FTE (Leave 0.2 FTE)
Effective Date: 2024-2025 school year

➤ **FULL-TIME LEAVE OF ABSENCE – CERTIFIED STAFF**

EMILY DALBEC – Special Education Teacher - Otter Lake Elementary
Employed by District 624 since 08/28/2013
Effective Date: 2024-2025 school year
TAYLOR NELSON – 3rd Grade Teacher - Birch Lake Elementary
Employed by District 624 since 08/13/2018
Effective Date: 2024-2025 school year
STEPHANIE PETERSON – 1st Grade Teacher - Lakeaires Elementary
Employed by District 624 since 08/24/2015
Effective Date: 2024-2025 school year

➤ **NEW PERSONNEL – CLASSIFIED STAFF**

CHAD AMUNDSON – Paraeducator - WBLAHS
\$22.91 per hr. 32.5 hrs. per wk.
Effective Date: 09/02/2024
EDUARDO CORTES – Bus Driver - Bus Garage
\$26.19 per hr. 25 hrs. per wk.
Effective Date: 09/03/2024
LILLIAN HASEMAN – Paraeducator - Mariner Middle School
\$22.91 per hr. 32.5 hrs. per wk.
Effective Date: 09/02/2024
BETHANY HOLMES – Nurse Paraeducator - Mariner Middle School
\$27.5 per hr. 30 hrs. per wk.
Effective Date: 09/02/2024
ROSS HOLMLUND – Bus Driver - Bus Garage
\$26.19 per hr. 25 hrs. per wk.
Effective Date: 09/03/2024

LISA JOHANSON – Paraeducator - Vadnais Heights Elementary

\$22.91 per hr. 32.5 hrs. per wk.

Effective Date: 09/02/2024

CARRIE KASHANI – Paraeducator - Birch Lake Elementary

\$22.91 per hr. 32.5 hrs. per wk.

Effective Date: 09/02/2024

SHANTI MUSUNURI – Paraeducator - Birch Lake Elementary

\$22.91 per hr. 32.5 hrs. per wk.

Effective Date: 09/02/2024

MIGUEL PADILLA – Bus Driver - Bus Garage

\$26.19 per hr. 25 hrs. per wk.

Effective Date: 09/03/2024

HOLLY PERSGARD – Nutrition Service Asst - Birch Lake Elementary

\$19.31 per hr. 15 hrs. per wk.

Effective Date: 09/02/2024

SAMANTHA WINCHESTER – Clerical - Central Middle School

\$22.45 per hr. 40 hrs. per wk.

Effective Date: 08/19/2024

➤ **NEW PERSONNEL – CERTIFIED STAFF**

KATIE ALIOTA – Science Teacher - Central Middle School

1.0 FTE BA +45 Step 8 \$63,993

Effective Date: 08/26/2024

MYA BOFFELI – Language Arts Teacher - Mariner Middle School

1.0 FTE BA Step 1 \$51,257

Effective Date: 08/26/2024

CHRISTINA BOMMARITO – Speech Language Pathologist - Matoska & Lincoln Elementary

1.0 FTE MA Step 3 \$59,096

Effective Date: 08/26/2024

BRADY BOMSTA – Math Teacher - Central Middle School

1.0 FTE MA Step 6 \$64,483

Effective Date: 08/26/2024

JOSEPHINE BORCHERT – Language Arts Teacher - Mariner Middle School

0.9 FTE MA Step 1 \$50,509.80

Effective Date: 08/26/2024

CAROLYN BURCHFIELD – Speech Language Pathologist - Normandy Park

1.0 FTE MA Step 2 \$57,850

Effective Date: 08/26/2024

CARSON COOPER – Physical Education Teacher - WBLAHS

1.0 FTE BA Step 1 \$51,257

Effective Date: 08/26/2024

CANDACE CLARK – Special Education Teacher - WBLAHS

1.0 FTE MA, Step 3 \$57,850

Effective Date: 08/26/2024

MEGAN DANLEY – Physical Education Teacher - Mariner Middle School

1.0 FTE BA Step 1 \$51,257

Effective Date: 08/26/2024

MARY DOBEY – Social Studies Teacher - WBLAHS

1.0 FTE MA Step 2, \$57,850

Effective Date: 08/26/2024

MADELINE GILBERT – Math Teacher - Mariner Middle School

1.0 FTE BA Step 1 \$51,257

Effective Date: 08/26/2024

KRISTIN HEGBERG – Media Specialist - Birch Lake, Otter Lake, Matoska Elementary
1.0 FTE MA+30 Step 8 \$73,455
Effective Date: 08/26/2024

STEPHANIE HELMER – Special Education Teacher - WBLAHS
1.0 FTE MA Step 13 \$88,729
Effective Date: 08/26/2024

KATHERINE HULTBERG – 4th Grade Teacher - Birch Lake Elementary
1.0 FTE MA+15 Step 2 \$59,952
Effective Date: 08/26/2024

EVELYN KOHN – Special Education Teacher - Mariner Middle School
1.0 FTE BA + 15 Step 4 \$55,648
Effective Date: 08/26/2024

ELLEN KRAMER – Special Education Teacher - Central Middle School
1.0 FTE MA + 45, Step 13 \$94,665
Effective Date: 08/26/2024

RHIANNON LASCH – Special Education Teacher - WBLAHS
1.0 FTE BA Step 3 \$53,185
Effective Date: 08/26/2024

ELISE O'DONNELL – Kindergarten Teacher - Willow Lane Elementary
1.0 FTE MA Step 8 \$70,285
Effective Date: 08/26/2024

EMMA PERREIRA – Psychologist - Central Middle School
1.0 FTE MA+ 60 Step 5 \$67,767
Effective Date: 08/26/2024

NATALIE LIETZ – ELL Teacher - Central & Mariner Middle School
1.0 FTE BA Step 1 \$51,257
Effective Date: 08/26/2024

KALLEIGH MAYSON – Social Studies Teacher - WBLAHS
1.0 FTE MA Step 2 \$57,850
Effective Date: 08/26/2024

JENNA MERIDETH – Special Education Teacher - Mariner Middle School
1.0 FTE BA Step 4 \$54,390
Effective Date: 08/26/2024

ALYSSA NELSON – 5th Grade Teacher - Otter Lake Elementary
1.0 FTE MA Step 2 \$57,850
Effective Date: 08/26/2024

CARSON NYSTUEN – Physical Education, Health & DAPE Teacher - Central Middle School
1.0 FTE BA Step 1 \$51,257
Effective Date: 08/26/2024

DAVID PENN-MCGREE – Special Education Teacher - Central Middle School
1.0 FTE BA + 60, Step 13 \$94,665
Effective Date: 08/26/2024

LYDIA PETOSKEY – Special Education Teacher - Central Middle School
1.0 FTE MA + 45, Step 13 \$77,430
Effective Date: 08/26/2024

MARK PROKOPOWICZ – School Counselor - WBLAHS
1.0 FTE MA Step 4 \$61,201
Effective Date: 08/26/2024

BRENNA REILAND – Music Teacher - Central Middle School
0.7 FTE BA Step 1 \$35,879.90
Effective Date: 08/26/2024

CARRIE ZIRBEL – Social Worker - Vadnais Heights Elementary
1.0 FTE BA Step 4 \$54,390
Effective Date: 08/26/2024

- PANG ZONG NANCY MOUA – 3rd Grade Teacher - Lakeaires Elementary
 1.0 FTE MA Step 6 \$64,483
 Effective Date: 08/26/2024
- NEW PERSONNEL – NON-AFFILIATED STAFF
- STACY BERTELSEN – OST Hiring Specialist - District Center
 40 hrs. Wk. \$79,000 annually
 Effective Date: 07/08/2024
- SUSAN HERDER – Director of Technology - District Center
 40 hrs. Wk. \$153,994 annually
 Effective Date: 07/31/2024
- MALORIE SANDERS – OST Inclusion Specialist - District Center
 40 hrs. Wk. \$79,000 annually
 Effective Date: 07/08/2024
- TEMPORARY - CERTIFIED STAFF
- KATHLEEN FARLEY – Full Time Building Reserve - WBLAHS
 \$210/per day., 40 hrs per week
 Effective Date: 2024-2025
- LINDSAY LANG – Full Time Building Reserve - Mariner Middle School
 \$210/per day., 40 hrs per week
 Effective Date: 2024-2025
- STEVEN LINZMEIER – Full Time Building Reserve - Central Middle School
 \$210/per day., 40 hrs per week
 Effective Date: 2024-2025
- LONG TERM SUBSTITUTE - CERTIFIED STAFF
- STEPHANIE DAVIDS – 1st Grade Teacher - Lincoln Elementary
 1.0 FTE MA Step 4 \$61,201
 Effective Date: 2024-2025 School Year
- CARLEY LUNZER-KERR – Math Teacher - Central & Mariner Middle School
 1.0 FTE BA Step 1 \$51,257
 Effective Date: 2024-2025 School Year
- CLAUDIA MEDIN – 3rd/4th Grade Teacher - North Star Elementary
 1.0 FTE BA+45 Step 2 \$55,633
 Effective Date: 2024-2025 School Year
- MICHELE SEIFERT – Occupational Therapist - Normandy Park
 1.0 FTE BA Step 1 \$13,738
 Effective Date: 09/09/2024 - 09/13/2024 & 10/21/2024 - 12/06/2024
- ALAINA UECKER – 3rd Grade Teacher - Otter Lake Elementary
 1.0 FTE BA Step 1 \$51,257
 Effective Date: 2024-2025 School Year
- EMMA YOUNGBLOM – 2nd Grade Teacher - Birch Lake Elementary
 1.0 FTE MA Step 1 \$56,122
 Effective Date: 2024-2025 School Year
- Roll call vote: Ayes, Thompson, Arcand, Beloyed, Daniels, Newmaster, Streiff Oji. Nays, none. Motion carried.***

B. PUBLIC FORUM - Melissa Roberts

C. INFORMATION ITEMS

1. Student Recognition - Students on the speech, trap and skeet, and fishing teams, were recognized and congratulated by Dr. Kazmierczak for participating in state and national events.
2. Superintendent's Report - Dr. Kazmierczak introduced the Director of Technology and Innovation, Susan Herder. He also spoke about the Back to

School page of the website, the #BackToSchoolBears initiative, and the Ready for School event coming up on Saturday, August 24 at WBLAHS. He also mentioned the Application for Educational Benefits, the Senior Activity Pass, employment opportunities, and 2024-25 enrollment and Annual Online Update information. He finished with information on the Community Open House at WBLAHS happening from 3-6 p.m. on August 29.

D. DISCUSSION ITEMS

1. Guaranteed Energy Savings Contract for Solar - Founder and CEO Chris Psihos and Senior Vice President Rich Ragatz from iDEAL Energies provided an overview of our solar partnership, the Solar for Schools Grant, and plans for solar projects at Vadnais Heights Elementary and White Bear Lake Area High School.
2. Summer Construction Update - Tim Wald, Assistant Superintendent for Finance and Operations, along with representatives from Wold Architects and Engineers and Kraus Anderson Construction provided an update on the construction that is occurring at Mariner and Central Middle Schools, White Bear Lake Area High School and related road construction, and Sunrise Park.
3. First Reading of School Board Policies: a) 102, Equal Educational Opportunity; b) 204, School Board Meeting Minutes; c) 413, Harassment and Violence; d) 416, Drug, Alcohol, and Cannabis Testing; e) 418, Drug-Free & Alcohol-Free Workplace/Drug-Free & Alcohol-Free School; f) 425, Staff Development and Mentoring; g) 503, Student Attendance; h) 506, Student Discipline; i) 509, Enrollment of Nonresident Students; j) 512, School Sponsored Student Publications and Activities; k) 513, Student Promotion, Retention and Program Design; l) 515, Protection and Privacy of Student Records; m) 516, Student Medication and Telehealth; n) 521, Student Disability Nondiscrimination; o) 524, Internet, Technology, and Cell Phone Acceptable Use and Safety; p) 535, Service Animals on School Property; q) 601, School District Curriculum and Instruction Goals; r) 603, Curriculum Development; s) 604, Instructional Curriculum; t) 609, Religion and Religious and Cultural Observances; u) 613, Graduation Requirements; v) 615, Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students; w) 619, Professional Development for Standards; x) 624, Online Instruction; y) 707, Transportation of Public School Students; z) 708, Transportation of Nonpublic School Students; aa) 709, Student Transportation Safety; and bb) 802, Disposition of Obsolete Equipment and Material.

The policies listed above will be on the September 9, 2024 agenda or subsequent agenda for a second reading.

E. OPERATIONAL ITEMS

1. Arcand moved and Streiff Oji seconded to approve the Resolution to Enter into Guaranteed Energy Savings Contract for Solar. ***Roll call vote: Ayes, Thompson, Arcand, Beloyed, Daniels, Newmaster, Streiff Oji. Nays, none. Motion carried.***

F. BOARD FORUM

G. NEGOTIATIONS*

**This portion of the meeting may be closed to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minn. Stat. 179A.01*

to 179A.25.

Newmaster moved and Streiff Oji seconded to move into closed session at 6:22 p.m.

Voice vote: Ayes, Thompson, Arcand, Beloyed, Daniels, Newmaster, Streiff Oji. Nays, none. Motion carried.

The meeting went into closed session at 6:30 p.m.

Beloyed moved and Newmaster seconded to return to open session at 6:43 p.m.

Voice vote: Ayes, Thompson, Arcand, Beloyed, Daniels, Newmaster, Streiff Oji. Nays, none. Motion carried.

The meeting returned to open session at 6:43 p.m.

H. ADJOURNMENT Arcand moved and Beloyed seconded to adjourn the meeting at 6:44 p.m. ***Voice vote: Ayes, Thompson, Arcand, Beloyed, Daniels, Newmaster, Streiff Oji. Nays, none. Motion carried.***

Submitted by: Scott Arcand, clerk

INDEPENDENT SCHOOL DISTRICT NO. 624
WHITE BEAR LAKE, MN 55110

A work session of the White Bear Lake Area School Board was held on **Monday, August 26, 2024** at 5:30 p.m. in Room 112 at District Center, 4855 Bloom Avenue, White Bear Lake, MN. This meeting was open to the public and a recording is posted on the website.

AGENDA

A. PROCEDURAL ITEMS

1. Call to Order - Chair Ellison called the meeting to order at 5:30 p.m.
2. Roll Call - Present: Arcand, Daniels, Ellison, Newmaster, Streiff Oji. Absent: Beloyed, Thompson.

B. DISCUSSION ITEMS

1. 2024-25 School Year Cell Phone Procedures - Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning presented guidelines for student cell phone use in the 2024-25 school year.
2. Overview of Back to School Events - Dr. Wayne Kazmierczak, Superintendent provided an overview of the back to school events happening across the district.

C. REVIEW OF SUPERINTENDENT'S EVALUATION*

**This portion of the meeting may be closed to discuss evaluation of superintendent, pursuant to Minnesota Statutes 13D.05, Subd. 3(a).*

Newmaster moved and Daniels seconded to move into closed session at 6:04 p.m.
Voice vote: Ayes, Arcand, Daniels, Ellison, Newmaster, Streiff Oji. Nays, none. Motion carried.

The meeting went into closed session at 6:12 p.m.

Arcand moved and Daniels seconded to move out of closed session at 7:16 p.m.

The meeting returned to open session at 7:16 p.m.

D. ADJOURNMENT - Arcand moved and Streiff Oji seconded to adjourn the meeting at 7:19 p.m. ***Voice vote: Ayes, Arcand, Daniels, Ellison, Newmaster, Streiff Oji. Nays, none. Motion carried.***

Submitted by: Scott Arcand, clerk

AGENDA ITEM: **Monthly Check Registers**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Action Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent of Finance and Operations;**
Andi Johnson, Director of Finance

BACKGROUND:

Enclosed in this packet are the monthly check registers for the previous period.

RECOMMENDED ACTION:

Administration recommends that the Board approve the payments itemized in the check registers.

White Bear Lake Area Schools
Electronic Transfers - August 2024

		<u>8/15/2024</u>	<u>8/30/2024</u>
Direct Deposit	900714125 - 900714873	793,008.98	
Direct Deposit	900714874 - 900715467		733,233.14
<hr/>			

Check Number	Vendor	Amount	Check Date	Check Type
141202	STENGER & STENGER, P.C.	(\$517.12)	8/7/2024	V
141859	JOHNSON CONTROLS FIRE PROTECTION LP	(\$2,312.53)	8/28/2024	V
142287	EAGAN HIGH SCHOOL	(\$200.00)	8/14/2024	V
142374	CUB FOODS OF WHITE BEAR TWSHP	(\$568.42)	8/14/2024	V
142380	FESTIVAL FOODS-KNOWLAN'S	(\$471.17)	8/7/2024	V
142428	BEST BUY #10	(\$1,995.00)	8/30/2024	V
142500	CITY OF WHITE BEAR LAKE	(\$100.00)	8/14/2024	V
142554	IUOE LOCAL 70	\$1,664.25	8/6/2024	R
142555	MINNESOTA TEAMSTERS NO. 320	\$316.00	8/6/2024	R
142556	SCHOOL SERVICE EMPLOYEES	\$1,143.94	8/6/2024	R
142557	SCHOOL SERVICE EMPLOYEES	\$5.55	8/6/2024	R
142558	ADVANCE TERRAZZO & TILE CO INC	\$20,206.50	8/7/2024	R
142559	AMAZON CAPITAL SERVICES	\$165.04	8/7/2024	R
142560	AMERICAN STRUCTURAL METALS INC	\$103,890.10	8/7/2024	R
142561	ARROW LIFT ACCESSIBILITY	\$23,896.17	8/7/2024	R
142562	ASTLEFORD INTL MINNEAPOLIS	\$113.18	8/7/2024	R
142563	B&D ASSOCIATES LLC	\$37,525.00	8/7/2024	R
142564	THE BOELTER COMPANIES INC	\$127,181.25	8/7/2024	R
142565	BREDEMUS HARDWARE COMPANY	\$43,219.30	8/7/2024	R
142566	CITY OF HUGO	\$0.00	8/7/2024	C
142567	CITY OF HUGO	\$9,012.36	8/7/2024	R
142568	CITY OF WHITE BEAR LAKE	\$640.03	8/7/2024	R
142569	COMMERCIAL DRYWALL INC	\$56,865.33	8/7/2024	R
142570	CONSTRUCTION SYSTEMS, INC	\$487,777.35	8/7/2024	R
142571	FLOORS BY BECKERS LLC	\$363,755.95	8/7/2024	R
142572	FLYNN MIDWEST LP	\$5,509.05	8/7/2024	R
142573	FRANSEN DECORATING INC	\$27,478.25	8/7/2024	R
142574	FROGGY HOPS LLC	\$454.57	8/7/2024	R
142575	GILBERT MECHANICAL CONTRACTORS LLC	\$9,500.00	8/7/2024	R
142576	H&B SPECIALIZED PRODUCTS INC	\$70,563.25	8/7/2024	R
142577	H2I GROUP INC	\$2,424.40	8/7/2024	R
142578	HALO TRANSPORTATION	\$20,590.50	8/7/2024	R
142579	HELMUELLER, NATHAN	\$109.00	8/7/2024	R
142580	JOHN FOLEY MASONRY INC	\$58,234.05	8/7/2024	R
142581	MATCO TOOLS	\$279.51	8/7/2024	R
142582	MEISINGER CONSTRUCTION COMPANY	\$157,614.50	8/7/2024	R
142583	MILLER EXCAVATING INC	\$515,826.70	8/7/2024	R
142584	MINNESOTA ACOUSTICS INC	\$126,587.50	8/7/2024	R
142585	MURPHY WINDOW AND DOOR COMMERCIAL INC	\$13,377.44	8/7/2024	R
142586	O'NEILL ELECTRIC INC	\$346,370.00	8/7/2024	R
142587	PARKOS CONSTRUCTION CO INC	\$152,665.00	8/7/2024	R
142588	PIONEER POWER INC	\$848,052.65	8/7/2024	R
142589	RACHEL CONTRACTING LLC	\$164,572.30	8/7/2024	R
142590	RED CEDAR STEEL ERECTORS INC	\$11,936.27	8/7/2024	R
142591	RTL CONSTRUCTION INC	\$24,391.53	8/7/2024	R

142592	SCIENCE MUSEUM OF MINNESOTA	\$910.00	8/7/2024 R
142593	SONUS INTERIORS INC	\$110,770.00	8/7/2024 R
142594	SUMMIT FIRE PROTECTION	\$32,508.42	8/7/2024 R
142595	SUNBELT RENTALS	\$24,773.46	8/7/2024 R
142596	SUPERSET TILE & STONE	\$14,684.45	8/7/2024 R
142597	TARACON PRECAST LLC	\$6,144.06	8/7/2024 R
142598	TEKTON CONSTRUCTION COMPANY	\$80,817.74	8/7/2024 R
142599	TWIN CITY HARDWARE COMPANY INC	\$33,235.28	8/7/2024 R
142600	UNITED GLASS INC	\$288,568.87	8/7/2024 R
142601	WEIDNER PLUMBING & HEATING CO	\$916,833.60	8/7/2024 R
142602	WENGER CORP	\$39,609.92	8/7/2024 R
142603	ZIROMEDIA	\$4,712.50	8/7/2024 R
142604	ALLIED OIL & TIRE COMPANY	\$2,492.95	8/7/2024 R
142605	AMAZON CAPITAL SERVICES	\$759.66	8/7/2024 R
142606	ARVIG	\$1,972.20	8/7/2024 R
142607	BETMAR LANGUAGES	\$620.00	8/7/2024 R
142608	BLADE, JULIE M.	\$485.93	8/7/2024 R
142609	CAPITAL ONE TRADE CREDIT	\$3,013.88	8/7/2024 R
142610	CAPITAL ONE TRADE CREDIT	\$9.99	8/7/2024 R
142611	CARBONES PIZZERIA	\$151.19	8/7/2024 R
142612	COR ROBOTICS LLC	\$880.00	8/7/2024 R
142613	CUBING ENRICHMENT OPPORTUNITIES	\$763.00	8/7/2024 R
142614	CUMMINS SALES AND SERVICE	\$192.64	8/7/2024 R
142615	DASH SPORTS LLC	\$2,222.50	8/7/2024 R
142616	DERAAD, MAX D.	\$1,071.40	8/7/2024 R
142617	FISHING LIBRARY	\$660.00	8/7/2024 R
142618	HAZELDEN BETTY FORD FOUNDATION	\$52,666.67	8/7/2024 R
142619	HOBART SERVICE	\$309.00	8/7/2024 R
142620	INGINA LLC	\$1,716.00	8/7/2024 R
142621	KINNI SPORT & POWER	\$549.97	8/7/2024 R
142622	LINDENMEYR MUNROE	\$0.00	8/7/2024 C
142623	LINDENMEYR MUNROE	\$15,174.80	8/7/2024 R
142624	MN ASSOC OF SECONDARY SCHOOL PRINCIPALS	\$885.00	8/7/2024 R
142625	MCCRAY EXPRESS SPORTS NETWORK	\$450.00	8/7/2024 R
142626	MN SWORD PLAY	\$675.00	8/7/2024 R
142627	NATIONAL INVENTORS HALL OF FAME	\$20,010.00	8/7/2024 R
142628	OLSON'S SEWER SERVICE, INC	\$972.75	8/7/2024 R
142629	RADAR CONSULTING LLC	\$4,000.00	8/7/2024 R
142630	SCHINDLER ELEVATOR CORP	\$2,903.91	8/7/2024 R
142631	SENTRY SYSTEMS INC	\$153.00	8/7/2024 R
142632	SOAR TENNIS ACADEMY	\$1,365.00	8/7/2024 R
142633	SPECIALTY PROMOTIONS INC	\$1,191.90	8/7/2024 R
142634	SQUIRES, WALDSPURGER & MACE, PA	\$5,902.40	8/7/2024 R
142635	THE BAKER'S HORSE, LLC	\$750.00	8/7/2024 R
142636	TOT TALK	\$295.07	8/7/2024 R
142637	VOYAGER SOPRIS LEARNING	\$5,662.80	8/7/2024 R
142638	WASHINGTON CTY PUBLIC HEALTH	\$171.00	8/7/2024 R

142639 WHITE BEAR GLASS INC	\$440.00	8/7/2024 R
142640 WHITE BEAR LAKE AREA HISTORICAL SOCIETY	\$2,250.00	8/7/2024 R
142641 WOLD ARCHITECTS AND ENGINEERS	\$0.00	8/7/2024 C
142642 WOLD ARCHITECTS AND ENGINEERS	\$126,994.21	8/7/2024 R
142643 ZONEONE LOCATING	\$209.00	8/7/2024 R
142644 FESTIVAL FOODS-KNOWLAN'S	\$147.18	8/7/2024 R
142645 AMAZON CAPITAL SERVICES	\$1,193.58	8/14/2024 R
142646 BETHEL UNIVERSITY	\$500.00	8/14/2024 R
142647 CITY OF VADNAIS HEIGHTS	\$3,083.76	8/14/2024 R
142648 CITY OF WHITE BEAR LAKE	\$0.00	8/14/2024 C
142649 CITY OF WHITE BEAR LAKE	\$9,367.56	8/14/2024 R
142650 CUB FOODS OF WHITE BEAR TWSHP	\$23.96	8/14/2024 R
142651 GRAND CANYON UNIVERSITY	\$500.00	8/14/2024 R
142652 IDEAL SERVICE INC	\$5,549.00	8/14/2024 R
142653 RAMSEY COUNTY PARKS/REC DEPT	\$4,672.00	8/14/2024 R
142654 UNIVERSITY OF NORTH DAKOTA	\$2,000.00	8/14/2024 R
142655 UNIVERSITY OF NORTH DAKOTA	\$500.00	8/14/2024 R
142656 AI TECHNOLOGIES LLC	\$5,303.64	8/14/2024 R
142657 AMAZON CAPITAL SERVICES	\$0.00	8/14/2024 C
142658 AMAZON CAPITAL SERVICES	\$0.00	8/14/2024 C
142659 AMAZON CAPITAL SERVICES	\$0.00	8/14/2024 C
142660 AMAZON CAPITAL SERVICES	\$0.00	8/14/2024 C
142661 AMAZON CAPITAL SERVICES	\$0.00	8/14/2024 C
142662 AMAZON CAPITAL SERVICES	\$0.00	8/14/2024 C
142663 AMAZON CAPITAL SERVICES	\$0.00	8/14/2024 C
142664 AMAZON CAPITAL SERVICES	\$19,365.63	8/14/2024 R
142665 APPLE INC.	\$1,199.00	8/14/2024 R
142666 AUFDERWORLD CORP	\$435.00	8/14/2024 R
142667 BATTERIES PLUS BULBS	\$225.30	8/14/2024 R
142668 BAZTEC, INC	\$1,100.00	8/14/2024 R
142669 BIRCHBARK BOOKS & NATIVE ARTS	\$293.60	8/14/2024 R
142670 BRIGHT WORKS	\$12,299.40	8/14/2024 R
142671 CAPITAL ONE TRADE CREDIT	\$204.35	8/14/2024 R
142672 CAPITAL ONE TRADE CREDIT	\$0.00	8/14/2024 C
142673 CAPITAL ONE TRADE CREDIT	\$437.39	8/14/2024 R
142674 CINTAS CORP	\$405.81	8/14/2024 R
142675 CRESCENT ELECTRIC SUPPLY CO	\$42.35	8/14/2024 R
142676 DASH SPORTS LLC	\$6,679.00	8/14/2024 R
142677 FARRER, MAGGIE	\$1,000.00	8/14/2024 R
142678 FIDELITY SECURITY LIFE INSURANCE CO	\$5,449.00	8/14/2024 R
142679 GEARGRID	\$115,121.00	8/14/2024 R
142680 GRAYBAR ELECTRIC COMPANY	\$1,979.27	8/14/2024 R
142681 GREATAMERICA FINANCIAL SERVICES	\$349.85	8/14/2024 R
142682 GREEN VALUE NURSERY INC	\$269.40	8/14/2024 R
142683 HILLER'S FLOORING AMERICA	\$48,144.81	8/14/2024 R
142684 HUGO EQUIPMENT CO	\$41.16	8/14/2024 R
142685 IMPERIAL DADE	\$0.00	8/14/2024 C

142686 IMPERIAL DADE	\$0.00	8/14/2024 C
142687 IMPERIAL DADE	\$0.00	8/14/2024 C
142688 IMPERIAL DADE	\$23,717.80	8/14/2024 R
142689 INGINA LLC	\$3,148.00	8/14/2024 R
142690 NORTH CENTRAL TRUCK EQUIPMENT	\$495.69	8/14/2024 R
142691 PALMA, LEAH M.	\$1,300.00	8/14/2024 R
142692 PRESS PUBLICATIONS	\$34.49	8/14/2024 R
142693 RITTENHOUSE, SARAH	\$2,057.50	8/14/2024 R
142694 SAVVAS LEARNING COMPANY, LLC	\$3,822.50	8/14/2024 R
142695 SKATES-N-SCHOOLS	\$600.00	8/14/2024 R
142696 STEM SMART	\$1,600.00	8/14/2024 R
142697 STONE FOLLY FARM	\$1,620.00	8/14/2024 R
142698 SUN CONTROL OF MN	\$495.00	8/14/2024 R
142699 THE BAKER'S HORSE, LLC	\$500.00	8/14/2024 R
142700 TWIN PANDA RENTALS	\$1,000.00	8/14/2024 R
142701 VIKING ELECTRIC SUPPLY	\$2,357.53	8/14/2024 R
142702 WHITE BEAR CENTER FOR THE ARTS	\$157.50	8/14/2024 R
142703 WHITE BEAR RENTAL EQUIPMENT	\$29.90	8/14/2024 R
142704 WINNICK SUPPLY	\$80.53	8/14/2024 R
142705 XCEL ENERGY	\$3,420.83	8/14/2024 R
142706 XCEL ENERGY	\$65.51	8/14/2024 R
142707 XCEL ENERGY	\$28.71	8/14/2024 R
142708 XCEL ENERGY	\$1,377.23	8/14/2024 R
142709 XCEL ENERGY	\$16.12	8/14/2024 R
142710 ZONEONE LOCATING	\$381.50	8/14/2024 R
142711 MN TRUE TEAM TRACK & FIELD	\$200.00	8/14/2024 R
142712 AMAZON CAPITAL SERVICES	\$369.49	8/21/2024 R
142713 BLAINE BROTHERS MAINTENANCE, INC.	\$802.14	8/21/2024 R
142714 CITY OF WHITE BEAR LAKE	\$100.00	8/21/2024 R
142715 HEJNY RENTALS INC	\$440.00	8/21/2024 R
142716 JOSTENS INC	\$11,889.00	8/21/2024 R
142717 LIFE FITNESS, LLC	\$6,493.44	8/21/2024 R
142718 MN DEPT OF EMPLOY & ECON DEV	\$66,127.85	8/21/2024 R
142719 PRESS PUBLICATIONS	\$1,393.00	8/21/2024 R
142720 4N6 FANATICS	\$200.00	8/21/2024 R
142721 ACCLAIM SERVICES INC	\$17,276.00	8/21/2024 R
142722 ACME TOOLS	\$596.00	8/21/2024 R
142723 ALL AMERICAN FLAGS AND BANNERS	\$2,000.00	8/21/2024 R
142724 ALL STATE COMMUNICATIONS	\$32,500.00	8/21/2024 R
142725 AMAZON CAPITAL SERVICES	\$0.00	8/21/2024 C
142726 AMAZON CAPITAL SERVICES	\$0.00	8/21/2024 C
142727 AMAZON CAPITAL SERVICES	\$2,961.87	8/21/2024 R
142728 ANDERSON, PATRICIA M.	\$20.40	8/21/2024 R
142729 AQUA NORTH SOLUTIONS	\$0.00	8/21/2024 C
142730 AQUA NORTH SOLUTIONS	\$7,160.00	8/21/2024 R
142731 ATLAS TECHNICAL CONSULTANTS	\$3,882.80	8/21/2024 R
142732 BESTER BROS TRANSFER & MOVING	\$180,600.00	8/21/2024 R

142733 BL DALSIN ROOFING	\$236,535.75	8/21/2024 R
142734 BLICK ART MATERIALS	\$64.52	8/21/2024 R
142735 BOYER TRUCKS - LAUDERDALE	\$1,753.92	8/21/2024 R
142736 BSN SPORTS, LLC	\$126.00	8/21/2024 R
142737 CAPITAL ONE TRADE CREDIT	\$6.99	8/21/2024 R
142738 CARDINAL, KATHLEEN T.	\$26.35	8/21/2024 R
142739 CINTAS CORP	\$135.53	8/21/2024 R
142740 COMCAST	\$306.52	8/21/2024 R
142741 CUB FOODS OF WHITE BEAR TWSHP	\$379.18	8/21/2024 R
142742 DANUS DESIGN STUDIO	\$330.00	8/21/2024 R
142743 DISCOVERY EDUCATION	\$2,100.00	8/21/2024 R
142744 DOUGLAS, SANDRA L.	\$108.60	8/21/2024 R
142745 DEFINITIVE TECHNOLOGY SOLUTIONS	\$10,323.00	8/21/2024 R
142746 ECCO MIDWEST INC	\$0.00	8/21/2024 C
142747 ECCO MIDWEST INC	\$0.00	8/21/2024 C
142748 ECCO MIDWEST INC	\$39,360.00	8/21/2024 R
142749 HAAG, LOIS	\$21.25	8/21/2024 R
142750 HRUBY, MICHAEL L.	\$34.00	8/21/2024 R
142751 JENSEN, ETOILE W.	\$43.20	8/21/2024 R
142752 KELLER GOLF COURSE	\$4,323.00	8/21/2024 R
142753 LANGUAGE LINE SERVICES	\$324.92	8/21/2024 R
142754 LITCH, KARLA K.	\$81.60	8/21/2024 R
142755 LUNDGREN, JOANNE M.	\$34.00	8/21/2024 R
142756 MAC RUNNEL, MINDY L.	\$38.70	8/21/2024 R
142757 MARCO TECHNOLOGIES LLC	\$3,530.76	8/21/2024 R
142758 MATRIOUS, VICKI	\$12.00	8/21/2024 R
142759 MAYER ARTS, INC.	\$3,200.00	8/21/2024 R
142760 MICHAELSON, RUTH F.	\$20.00	8/21/2024 R
142761 MILLIGAN, THERESA	\$43.36	8/21/2024 R
142762 MUSIC THEATRE INTERNATIONAL	\$4,270.00	8/21/2024 R
142763 NORTH CENTRAL TRUCK EQUIPMENT	\$53.66	8/21/2024 R
142764 NORTHBOUND CREATIVE	\$4,869.00	8/21/2024 R
142765 NORTHERN LANDSCAPE & IRRIGATION INC	\$12,941.00	8/21/2024 R
142766 O'NEIL, LOIS	\$20.80	8/21/2024 R
142767 ORKIN INC	\$147.50	8/21/2024 R
142768 PAULSON, MICHAEL J.	\$43.60	8/21/2024 R
142769 PRESS PUBLICATIONS	\$189.95	8/21/2024 R
142770 QUISTAD, IDA	\$38.26	8/21/2024 R
142771 REVOLUTION SPORTING GOODS	\$2,304.00	8/21/2024 R
142772 ROETTGER, DEBRA	\$60.35	8/21/2024 R
142773 ROETTGER, DORIS	\$78.20	8/21/2024 R
142774 ROTO ROOTER SERVICE CO	\$732.00	8/21/2024 R
142775 SCHULZE, GREGORY A.	\$297.00	8/21/2024 R
142776 SOAR TENNIS ACADEMY	\$3,120.00	8/21/2024 R
142777 STANDARD INSURANCE COMPANY	\$38,600.21	8/21/2024 R
142778 STEM SMART	\$1,920.00	8/21/2024 R
142779 SUBURBAN EAST CONFERENCE	\$6,000.00	8/21/2024 R

142780 TWIN PANDA RENTALS	\$365.00	8/21/2024 R
142781 VANG, STEPHANIE	\$1,485.00	8/21/2024 R
142782 WARREN, MICHELE	\$26.40	8/21/2024 R
142783 XCEL ENERGY	\$8,309.38	8/21/2024 R
142784 XCEL ENERGY	\$2,290.71	8/21/2024 R
142785 XCEL ENERGY	\$985.02	8/21/2024 R
142786 YMCA OF THE GREATER TWIN CITIES	\$135,818.12	8/21/2024 R
142787 YOUNG AMERICANS SCHL OF SELF DEFENSE,INC	\$367.50	8/21/2024 R
142788 IUOE LOCAL 70	\$1,626.75	8/21/2024 R
142789 MINNESOTA TEAMSTERS NO. 320	\$212.00	8/21/2024 R
142790 SCHOOL SERVICE EMPLOYEES	\$1,100.81	8/21/2024 R
142791 AALLWAYS ASSOCIATES INC	\$3,120.00	8/28/2024 R
142792 ABRAHAMSON NURSERIES	\$869.24	8/28/2024 R
142793 AIM ELECTRONICS INC	\$6,880.00	8/28/2024 R
142794 ALJALEELI, YASIR A.	\$68.40	8/28/2024 R
142795 ALLIED OIL & TIRE COMPANY	\$485.35	8/28/2024 R
142796 AMAZON CAPITAL SERVICES	\$0.00	8/28/2024 C
142797 AMAZON CAPITAL SERVICES	\$0.00	8/28/2024 C
142798 AMAZON CAPITAL SERVICES	\$0.00	8/28/2024 C
142799 AMAZON CAPITAL SERVICES	\$0.00	8/28/2024 C
142800 AMAZON CAPITAL SERVICES	\$0.00	8/28/2024 C
142801 AMAZON CAPITAL SERVICES	\$9,671.55	8/28/2024 R
142802 AMERICAN MESSAGING SERVICES	\$31.78	8/28/2024 R
142803 ARCHETYPE SIGNMAKERS	\$76,905.00	8/28/2024 R
142804 ARK SPORTS INC	\$16,917.50	8/28/2024 R
142805 BC SOLUTIONS	\$249.09	8/28/2024 R
142806 BEISSWENGER'S DO IT BEST	\$137.46	8/28/2024 R
142807 BLUE CROSS / BLUE SHIELD OF MN	\$7,337.00	8/28/2024 R
142808 BRIGHT WORKS	\$25.00	8/28/2024 R
142809 BSN SPORTS, LLC	\$0.00	8/28/2024 C
142810 BSN SPORTS, LLC	\$0.00	8/28/2024 C
142811 BSN SPORTS, LLC	\$0.00	8/28/2024 C
142812 BSN SPORTS, LLC	\$0.00	8/28/2024 C
142813 BSN SPORTS, LLC	\$57,569.75	8/28/2024 R
142814 CAPITAL ONE TRADE CREDIT	\$39.11	8/28/2024 R
142815 CAPITAL ONE TRADE CREDIT	\$0.00	8/28/2024 C
142816 CAPITAL ONE TRADE CREDIT	\$412.88	8/28/2024 R
142817 COR ROBOTICS LLC	\$1,120.00	8/28/2024 R
142818 CUMMINS SALES AND SERVICE	\$1,300.62	8/28/2024 R
142819 DASH SPORTS LLC	\$2,019.38	8/28/2024 R
142820 DEFLORIN, KIM	\$67.35	8/28/2024 R
142821 DIEMAND, ARYN LILL	\$625.00	8/28/2024 R
142822 EAGAN PARKS & RECREATION - CB GROUPS	\$720.00	8/28/2024 R
142823 EDWARDS CAST STONE COMPANY	\$12,524.98	8/28/2024 R
142824 ENGINEERING FOR KIDS	\$960.00	8/28/2024 R
142825 FOLLETT SCHOOL SOLUTIONS, LLC	\$1,842.25	8/28/2024 R
142826 FRONTRUNNER SCREEN PRINTING	\$3,160.00	8/28/2024 R

142827 GOLDCOM INC	\$349.50	8/28/2024 R
142828 GROUP MEDICAREBLUE RX	\$10,324.00	8/28/2024 R
142829 HAZELDEN BETTY FORD FOUNDATION	\$35,000.00	8/28/2024 R
142830 HERMANN, ANNIE	\$88.85	8/28/2024 R
142831 HOUSE OF PRINT	\$7,819.06	8/28/2024 R
142832 HUGO FEED MILL & HARDWARE	\$12.98	8/28/2024 R
142833 IDEAL ENERGIES SOLAR LEASING LLC	\$10,656.26	8/28/2024 R
142834 IMPERIAL DADE	\$0.00	8/28/2024 C
142835 IMPERIAL DADE	\$32,698.42	8/28/2024 R
142836 INSTRUMENTALIST AWARDS	\$141.00	8/28/2024 R
142837 INTERNATIONAL BACCALAUREATE ORGANIZATION	\$9,260.00	8/28/2024 R
142838 ISD #917	\$3,284.16	8/28/2024 R
142839 K12 FUTURE COLLABORATIVE	\$3,200.00	8/28/2024 R
142840 KIDCREATE STUDIO	\$180.00	8/28/2024 R
142841 KOLSTAD COMPANY	\$1,113.14	8/28/2024 R
142842 LIFE TIME	\$126.00	8/28/2024 R
142843 LINDENMEYR MUNROE	\$0.00	8/28/2024 C
142844 LINDENMEYR MUNROE	\$2,584.25	8/28/2024 R
142845 MACMILLAN HOLDINGS LLC	\$0.00	8/28/2024 C
142846 MACMILLAN HOLDINGS LLC	\$991.96	8/28/2024 R
142847 MCMASTER-CARR	\$1,563.94	8/28/2024 R
142848 MEDTOX LABORATORIES	\$88.52	8/28/2024 R
142849 METRO VOLLEYBALL OFFICIALS ASSOCIATION	\$1,890.00	8/28/2024 R
142850 MINNESOTA MOLE	\$225.00	8/28/2024 R
142851 MN DEPT OF LABOR & INDUSTRY	\$5,390.00	8/28/2024 R
142852 MN HISTORICAL SOCIETY	\$768.00	8/28/2024 R
142853 MUSIC TOGETHER IN THE VALLEY	\$5,569.60	8/28/2024 R
142854 NCPERS GROUP LIFE INS	\$80.00	8/28/2024 R
142855 NORTH CENTRAL TRUCK EQUIPMENT	\$0.00	8/28/2024 C
142856 NORTH CENTRAL TRUCK EQUIPMENT	\$2,889.78	8/28/2024 R
142857 NSPAA	\$450.00	8/28/2024 R
142858 PELCO CONSTRUCTION LLC	\$42,480.00	8/28/2024 R
142859 PRESS PUBLICATIONS	\$117.00	8/28/2024 R
142860 RATWIK ROSZAK & MALONEY PA	\$250.00	8/28/2024 R
142861 RED LUNA	\$470.00	8/28/2024 R
142862 REVOLUTION SPORTING GOODS	\$1,835.00	8/28/2024 R
142863 ROSEVILLE AREA SCHOOLS ED CENTER	\$2,100.00	8/28/2024 R
142864 SCHINDLER ELEVATOR CORP	\$667.08	8/28/2024 R
142865 SITEONE LANDSCAPE SUPPLY	\$1,945.35	8/28/2024 R
142866 SURPLUS SERVICES	\$18.00	8/28/2024 R
142867 THE BAKER'S HORSE, LLC	\$1,125.00	8/28/2024 R
142868 TK ELEVATOR CORPORATION	\$996.65	8/28/2024 R
142869 TURNITIN LLC	\$13,677.15	8/28/2024 R
142870 TWIN CITY HARDWARE COMPANY INC	\$316.03	8/28/2024 R
142871 UNIVERSITY OF MN	\$450.00	8/28/2024 R
142872 VIKING ELECTRIC SUPPLY	\$173.40	8/28/2024 R
142873 CHAPPELL CENTRAL INC	\$10,691.10	8/28/2024 R

142874 HILLER'S FLOORING AMERICA	\$135,262.75	8/28/2024 R
142875 JOHNSON CONTROLS FIRE PROTECTION LP	\$2,312.53	8/28/2024 R
142876 RED LUNA	\$887.75	8/29/2024 R
142877 BEST BUY BUSINESS ADVANTAGE ACCT	\$1,995.00	8/30/2024 R
9996176 INTERNAL REVENUE SERVICE	\$0.00	8/13/2024 C
9996177 INTERNAL REVENUE SERVICE	\$4,266.90	8/13/2024 R
9996178 MN DEPT OF REVENUE	\$39.66	8/13/2024 R
9996179 PUBLIC EMP RETIREMENT ASSOC	\$261.37	8/13/2024 R
9996180 TEACHERS RETIREMENT ASSOC	\$0.00	8/13/2024 C
9996181 TEACHERS RETIREMENT ASSOC	\$4,196.79	8/13/2024 R
9996182 AIG	\$1,035.01	8/15/2024 R
9996183 AMERICAN FUNDS	\$14,437.00	8/15/2024 R
9996184 AMERIPRISE FINANCIAL SERVICES	\$3,764.51	8/15/2024 R
9996185 AXA EQUITABLE	\$2,815.58	8/15/2024 R
9996186 BENEFIT RESOURCE, INC	\$2,125.00	8/15/2024 R
9996187 EDUCATION MN ESI BILLING TRUST	\$1,531.48	8/15/2024 R
9996188 INTERNAL REVENUE SERVICE	\$0.00	8/15/2024 C
9996189 INTERNAL REVENUE SERVICE	\$0.00	8/15/2024 C
9996190 INTERNAL REVENUE SERVICE	\$0.00	8/15/2024 C
9996191 INTERNAL REVENUE SERVICE	\$0.00	8/15/2024 C
9996192 INTERNAL REVENUE SERVICE	\$0.00	8/15/2024 C
9996193 INTERNAL REVENUE SERVICE	\$244,969.28	8/15/2024 R
9996194 METROPOLITAN LIFE	\$104.00	8/15/2024 R
9996195 MN DEPT OF HUMAN SERVICES	\$2,161.40	8/15/2024 R
9996196 MN DEPT OF REVENUE	\$0.00	8/15/2024 C
9996197 MN DEPT OF REVENUE	\$40,446.44	8/15/2024 R
9996198 MN REVENUE	\$150.00	8/15/2024 R
9996199 MN STATE RETIREMENT	\$927.10	8/15/2024 R
9996200 PCS RETIREMENT - ASPIRE FINANCIAL SERVICES	\$1,329.20	8/15/2024 R
9996201 PUBLIC EMP RETIREMENT ASSOC	\$0.00	8/15/2024 C
9996202 PUBLIC EMP RETIREMENT ASSOC	\$80,908.52	8/15/2024 R
9996203 TEACHERS RETIREMENT ASSOC	\$0.00	8/15/2024 C
9996204 TEACHERS RETIREMENT ASSOC	\$66,253.72	8/15/2024 R
9996205 VANGUARD SMALL BUSINESS SERVICES	\$10,000.15	8/15/2024 R
9996206 SAM'S CLUB/SYNCHRONY BANK	\$3,350.74	8/20/2024 R
9996209 SAM'S CLUB/SYNCHRONY BANK	\$49.98	8/20/2024 R
9996210 AIG	\$1,035.01	8/30/2024 R
9996211 AMERICAN FUNDS	\$14,437.00	8/30/2024 R
9996212 AMERIPRISE FINANCIAL SERVICES	\$3,764.51	8/30/2024 R
9996213 AXA EQUITABLE	\$3,240.61	8/30/2024 R
9996214 BENEFIT RESOURCE, INC	\$625.00	8/30/2024 R
9996215 EDUCATION MN ESI BILLING TRUST	\$1,381.48	8/30/2024 R
9996216 INTERNAL REVENUE SERVICE	\$0.00	8/30/2024 C
9996217 INTERNAL REVENUE SERVICE	\$0.00	8/30/2024 C
9996218 INTERNAL REVENUE SERVICE	\$0.00	8/30/2024 C
9996219 INTERNAL REVENUE SERVICE	\$227,447.09	8/30/2024 R
9996220 METROPOLITAN LIFE	\$104.00	8/30/2024 R

9996221 MN DEPT OF HUMAN SERVICES	\$2,484.43	8/30/2024 R
9996222 MN DEPT OF REVENUE	\$36,723.58	8/30/2024 R
9996223 MN REVENUE	\$150.00	8/30/2024 R
9996224 MN STATE RETIREMENT	\$927.10	8/30/2024 R
9996225 PCS RETIREMENT - ASPIRE FINANCIAL SERVICES	\$1,329.20	8/30/2024 R
9996226 PUBLIC EMP RETIREMENT ASSOC	\$0.00	8/30/2024 C
9996227 PUBLIC EMP RETIREMENT ASSOC	\$79,690.67	8/30/2024 R
9996228 TEACHERS RETIREMENT ASSOC	\$60,120.11	8/30/2024 R
9996229 VANGUARD SMALL BUSINESS SERVICES	\$9,708.49	8/30/2024 R
222303357 BLODGETT, TRACY S.	\$0.00	8/30/2024 R
222303358 BOSCH, DONALD	\$0.00	8/30/2024 R
222303359 DESMET, KELLY R.	\$0.00	8/30/2024 R
222303360 FRY, KRISTIN S.	\$0.00	8/30/2024 R
222303361 HARRIMAN, DION D.	\$0.00	8/30/2024 R
222303362 HARRIMAN, GRETCHEN E.	\$0.00	8/30/2024 R
222303363 STOFFEL, JAMES E.	\$0.00	8/30/2024 R
222303364 MCCOLLOUGH, MICHAEL G.	\$0.00	8/30/2024 R
222303365 MCKENZIE, JULIE L.	\$0.00	8/30/2024 R
222303366 MCKENZIE, MICHAEL G.	\$0.00	8/30/2024 R
222303367 MEUWISSEN, DAVID L.	\$0.00	8/30/2024 R
222303368 OKLOBZIJA, LUANNE P.	\$0.00	8/30/2024 R
222303369 OSTLUND, WAYNE V.	\$0.00	8/30/2024 R
222303370 PRZYBYLSKI, NANCY S.	\$0.00	8/30/2024 R
222303371 QUINN, CHRISTINE A.	\$0.00	8/30/2024 R
222303372 ROCKFORD, JEREMY W.	\$0.00	8/30/2024 R
222303373 SEEBA, PAUL T.	\$0.00	8/30/2024 R
222303374 SHEA, BRENDA B.	\$0.00	8/30/2024 R
222303375 SLACK, LISA A.	\$0.00	8/30/2024 R
222303376 SMITH, ROBERT B.	\$0.00	8/30/2024 R
222303377 STEPHAN, SUSAN K.	\$0.00	8/30/2024 R
222303378 TOLONEN, CLAY S.	\$0.00	8/30/2024 R
222303379 ALLEN, SUSAN C.	\$0.00	8/30/2024 R
222303380 FISH, SUSAN M	\$0.00	8/30/2024 R
222303381 HAUG, JOAN M.	\$0.00	8/30/2024 R
222303382 PETERSEN, JILL M.	\$0.00	8/30/2024 R
222303383 SAGER, TIMOTHY M.	\$0.00	8/30/2024 R
222303384 CHARBONNEAU, JANET N.	\$0.00	8/30/2024 R
232401256 HENNESSEY, ALEXANDER M.	(\$223.11)	8/8/2024 V
232401256 HENNESSEY, ALEXANDER M.	(\$223.11)	8/9/2024 V
242500251 CDW GOVERNMENT INC	\$135.34	8/7/2024 A
242500252 EBERT INC	\$195,665.85	8/7/2024 A
242500253 HILDI INC	\$11,200.00	8/7/2024 A
242500254 KALLAS, MELISSA L.	\$25.46	8/7/2024 A
242500255 KILGO, GRACE C.	\$120.13	8/7/2024 A
242500256 LINDE GAS & EQUIPMENT INC	\$225.66	8/7/2024 A
242500257 METRO MEALS ON WHEELS INC	\$263.00	8/7/2024 A
242500258 MUSKA ELECTRIC COMPANIES	\$268,907.76	8/7/2024 A

242500259	NAC MECHANICAL & ELECTRICAL SERV	\$17,468.14	8/7/2024 A
242500260	NASSEFF MECHANICAL CONTRACTORS INC	\$665.00	8/7/2024 A
242500261	NORTH CENTRAL INTERNATIONAL, LLC	\$233.18	8/7/2024 A
242500262	OSWALD, NICOLE M.	\$195.00	8/7/2024 A
242500263	PETERSON BROS ROOFING & CONST	\$1,274.54	8/7/2024 A
242500264	SAFETYFIRST PLAYGROUND MAINTENANCE	\$4,620.00	8/7/2024 A
242500265	STARRY, KATHLEEN G.	\$5.41	8/7/2024 A
242500266	THEISSEN, MARK N.	\$51.25	8/7/2024 A
242500267	ULTRA CONCRETE LLC	\$57,080.75	8/7/2024 A
242500268	VESTIS SERVICES	\$52.78	8/7/2024 A
242500269	VO, SANG T.	\$167.50	8/7/2024 A
242500270	ANDERSON, AMY M.	\$61.08	8/7/2024 A
242500271	ANDERSON, JON C.	\$65.00	8/7/2024 A
242500272	BEDORE, ALEXANDRA M.	\$40.00	8/7/2024 A
242500273	BEGE, JEFFREY T.	\$27.83	8/7/2024 A
242500274	BERTELSEN, STACY A.	\$75.05	8/7/2024 A
242500275	BOEKE, KYLIE P.	\$28.80	8/7/2024 A
242500276	BRANDVOLD, TONI J.	\$27.60	8/7/2024 A
242500277	BRIGHTSTAR CARE OF ST PAUL	\$1,440.00	8/7/2024 A
242500278	CEL PUBLIC RELATIONS, INC	\$2,200.00	8/7/2024 A
242500279	CL BENSEN CO INC	\$1,807.56	8/7/2024 A
242500280	CONTINENTAL RESEARCH CORP	\$192.06	8/7/2024 A
242500281	CRYSTEEL TRUCK EQUIPMENT	\$318.18	8/7/2024 A
242500282	DARK KNIGHT SOLUTIONS	\$400.00	8/7/2024 A
242500283	ELLETSON, KATHLEEN E.	\$75.44	8/7/2024 A
242500284	ENGSTRAN, PAUL A.	\$65.00	8/7/2024 A
242500285	GERTEN, AMY M.	\$22.81	8/7/2024 A
242500286	GIESE, TANYA R.	\$153.85	8/7/2024 A
242500287	HEARTLAND SCHOOL SOLUTIONS	\$590.00	8/7/2024 A
242500288	HENNESSEY, ALEXANDER M.	\$192.30	8/7/2024 A
242500289	HERC-U-LIFT	\$785.00	8/7/2024 A
242500290	INNOVATIVE OFFICE SOLUTIONS	\$321,186.78	8/7/2024 A
242500291	INSTITUTE FOR ENVIRONMENTAL	\$1,139.22	8/7/2024 A
242500292	IWERKS, MELISSA K.	\$50.92	8/7/2024 A
242500293	KATH, ABBY J.	\$28.66	8/7/2024 A
242500294	LOHSE, ALLYSON L.	\$42.97	8/7/2024 A
242500295	MCKINNEY, NICOLE C.	\$78.95	8/7/2024 A
242500296	METRO MEALS ON WHEELS INC	\$100.00	8/7/2024 A
242500297	MIDTHUN, BRIDGET	\$164.78	8/7/2024 A
242500298	MUNSON, KARI LYNN	\$19.82	8/7/2024 A
242500299	ON SITE SANITATION INC	\$250.00	8/7/2024 A
242500300	PAYDHEALTH	\$16,706.58	8/7/2024 A
242500301	PETERSEN, JILL M.	\$26.98	8/7/2024 A
242500302	PIERRE, CHRISTINA K.	\$890.24	8/7/2024 A
242500303	REMITZ, KYLE P.	\$65.00	8/7/2024 A
242500304	ROLOFF, STEPHANIE H.	\$108.78	8/7/2024 A
242500305	SAFETYFIRST PLAYGROUND MAINTENANCE	\$455.00	8/7/2024 A

242500306 SHOOK, KASSIE L.	\$168.45	8/7/2024 A
242500307 SJOSTEN, JENNIFER K.	\$1,514.94	8/7/2024 A
242500308 TALLY'S DOCKSIDE	\$1,800.00	8/7/2024 A
242500309 TECH ACADEMY	\$1,480.00	8/7/2024 A
242500310 TOLLISON, STEPHANIE A.	\$35.00	8/7/2024 A
242500311 TRI-STATE BOBCAT	\$897.39	8/7/2024 A
242500312 TWIN CITY TRANSPORTATION INC	\$3,805.25	8/7/2024 A
242500313 ULINE	\$177.33	8/7/2024 A
242500314 ULVIN, JOHN M.	\$249.15	8/7/2024 A
242500315 VEDDY, CATHRYN A.	\$72.26	8/7/2024 A
242500316 WILLITS, ROBERT E.	\$138.71	8/7/2024 A
242500317 WL HALL COMPANY	\$4,455.00	8/7/2024 A
242500318 A-1 HYDRAULIC SALES & SERVICE INC	\$210.86	8/14/2024 A
242500319 A-1 TIRE SERVICE	\$1,455.70	8/14/2024 A
242500320 ABBOTT PAINT & CARPET INC	\$43.68	8/14/2024 A
242500321 ALL LED	\$34,885.50	8/14/2024 A
242500322 ANDERSON, JON C.	\$69.68	8/14/2024 A
242500323 CDW GOVERNMENT INC	\$0.00	8/14/2024 C
242500324 CDW GOVERNMENT INC	\$519,246.31	8/14/2024 A
242500325 CHESS & STRATEGY GAME ASSOC	\$1,001.70	8/14/2024 A
242500326 CL BENSON CO INC	\$672.96	8/14/2024 A
242500327 COBOTIQ	\$2,500.00	8/14/2024 A
242500328 COMMERCIAL KITCHEN SERVICES	\$53,032.50	8/14/2024 A
242500329 CONTINENTAL RESEARCH CORP	\$838.45	8/14/2024 A
242500330 DERVIE, JOSEPH J.	\$65.00	8/14/2024 A
242500331 GROSSMAN, THOMAS C.	\$38.19	8/14/2024 A
242500332 HANSON SPORTS	\$2,559.90	8/14/2024 A
242500333 IMAGINE LEARNING LLC	\$32,255.82	8/14/2024 A
242500334 INNOVATIVE OFFICE SOLUTIONS	\$9,435.28	8/14/2024 A
242500335 J J KELLER & ASSOC	\$995.00	8/14/2024 A
242500336 JW PEPPER & SON INC	\$40.94	8/14/2024 A
242500337 KATH FUEL OIL SERVICE CO	\$9,756.54	8/14/2024 A
242500338 KRAUS ANDERSON CONSTRUCTION CO	\$815,718.07	8/14/2024 A
242500339 LANIGAN, CHERYL D.	\$267.85	8/14/2024 A
242500340 LIGHT SWITCH LLC	\$958.70	8/14/2024 A
242500341 MARKUSON, RACHAEL J.	\$88.62	8/14/2024 A
242500342 MN SAFETY COUNCIL INC	\$713.00	8/14/2024 A
242500343 MRI SOFTWARE LLC	\$15.00	8/14/2024 A
242500344 MVP & ASSOCIATES	\$15,212.50	8/14/2024 A
242500345 NARDINI FIRE EQUIPMENT CO INC	\$242.98	8/14/2024 A
242500346 NOBLE CONSERVATION SOLUTIONS	\$29,119.25	8/14/2024 A
242500347 NORTH CENTRAL INTERNATIONAL, LLC	\$262.59	8/14/2024 A
242500348 O'REILLY AUTOMOTIVE INC	\$275.13	8/14/2024 A
242500349 ON SITE SANITATION INC	\$3,344.00	8/14/2024 A
242500350 OXYGEN SERVICE COMPANY INC	\$36.63	8/14/2024 A
242500351 PETERSON, JENNA M.	\$80.40	8/14/2024 A
242500352 PROJECT LEAD THE WAY	\$950.00	8/14/2024 A

242500353 SCHURR, JEREMY	\$90.13	8/14/2024 A
242500354 STARRY, KATHLEEN G.	\$5.19	8/14/2024 A
242500355 SYNOVIA SOLUTIONS	\$2,652.00	8/14/2024 A
242500356 TIMM, AMY L.	\$588.00	8/14/2024 A
242500357 TRAFERA LLC	\$62,832.00	8/14/2024 A
242500358 TRI-STATE BOBCAT	\$9.06	8/14/2024 A
242500359 UHL COMPANY INC	\$751.00	8/14/2024 A
242500360 VESTIS SERVICES	\$284.17	8/14/2024 A
242500361 WHITE BEAR GLASS INC	\$456.00	8/14/2024 A
242500362 JW PEPPER & SON INC	\$384.46	8/14/2024 A
242500363 VESTIS SERVICES	\$52.78	8/14/2024 A
242500364 BAKKE, BRENT M.	\$101.18	8/21/2024 A
242500365 CANNIFF, AMY E.	\$35.51	8/21/2024 A
242500366 GEPHART ELECTRIC CO INC	\$5,910.00	8/21/2024 A
242500367 JW PEPPER & SON INC	\$85.98	8/21/2024 A
242500368 KAROUSO, ZEEBO B.	\$336.37	8/21/2024 A
242500369 LVC COMPANIES INC	\$565.00	8/21/2024 A
242500370 MCDONOUGH'S WATERJETTING AND DRAIN CLEANING	\$1,222.80	8/21/2024 A
242500371 TRANSLANGUAGES, LLC	\$0.00	8/21/2024 C
242500372 TRANSLANGUAGES, LLC	\$6,618.05	8/21/2024 A
242500373 VICHICH, JOHN P.	\$37.52	8/21/2024 A
242500374 ALL LED	\$15,106.75	8/21/2024 A
242500375 ANDERSON, JON C.	\$324.05	8/21/2024 A
242500376 BADWOLF ADVENTURE STUDIOS	\$250.00	8/21/2024 A
242500377 BAKKE, BRENT M.	\$142.06	8/21/2024 A
242500378 BEST BUY BUSINESS ADVANTAGE ACCT	\$4,999.82	8/21/2024 A
242500379 BRAUN INTERTEC CORPORATION	\$16,479.50	8/21/2024 A
242500380 CANNIFF, AMY E.	\$43.55	8/21/2024 A
242500381 CAVERZAGIE, BRIANNA	\$85.10	8/21/2024 A
242500382 CLOSET FACTORY	\$1,983.50	8/21/2024 A
242500383 COGENT COMMUNICATIONS	\$3,690.00	8/21/2024 A
242500384 DEEN, DENISE T.	\$153.77	8/21/2024 A
242500385 EICHHORN, ANNA M.	\$197.58	8/21/2024 A
242500386 GEPHART TRUCKING	\$11,000.00	8/21/2024 A
242500387 GRUNDHAUSER, CECELIA	\$51.75	8/21/2024 A
242500388 HISDAHL INC	\$414.60	8/21/2024 A
242500389 IMMEL, COLLEEN M.	\$242.28	8/21/2024 A
242500390 KAROUSO, ZEEBO B.	\$208.06	8/21/2024 A
242500391 KATH FUEL OIL SERVICE CO	\$592.12	8/21/2024 A
242500392 LEHN, BRIDGET N.	\$2,689.61	8/21/2024 A
242500393 LIGHT SWITCH LLC	\$5,615.53	8/21/2024 A
242500394 LVC COMPANIES INC	\$860.00	8/21/2024 A
242500395 LYDON, CASSANDRA K.	\$100.20	8/21/2024 A
242500396 MAURER, TIMOTHY J.	\$372.22	8/21/2024 A
242500397 MCDONOUGH'S WATERJETTING AND DRAIN CLEANING	\$167.25	8/21/2024 A
242500398 METRO MEALS ON WHEELS INC	\$5,832.85	8/21/2024 A
242500399 NARDINI FIRE EQUIPMENT CO INC	\$435.80	8/21/2024 A

242500400 NOBLE CONSERVATION SOLUTIONS	\$32,956.25	8/21/2024 A
242500401 OLSON, KATHLEEN F.	\$32.62	8/21/2024 A
242500402 OXYGEN SERVICE COMPANY INC	\$17.36	8/21/2024 A
242500403 PERFORMANCE HEALTH SUPPLY	\$86.26	8/21/2024 A
242500403 PERFORMANCE HEALTH SUPPLY	(\$86.26)	8/28/2024 V
242500404 PETERSON BROS ROOFING & CONST	\$812.56	8/21/2024 A
242500405 RANCOUR, RACHEL	\$85.10	8/21/2024 A
242500406 RAYMOND, MELISSA M.	\$45.83	8/21/2024 A
242500407 REPUBLIC SERVICES #899	\$7,080.51	8/21/2024 A
242500408 SCHROEHER, JANE E.	\$189.00	8/21/2024 A
242500409 SEESAW LEARNING INC	\$21,562.50	8/21/2024 A
242500410 SPED FORMS LLC	\$265.00	8/21/2024 A
242500411 TRADE PRESS INC	\$3,497.32	8/21/2024 A
242500412 TRANSLANGUAGES, LLC	\$178.14	8/21/2024 A
242500413 VICHICH, JOHN P.	\$115.91	8/21/2024 A
242500414 ALL LED	\$14,702.75	8/28/2024 A
242500415 ANCHOR SOLAR INVESTMENTS LLC	\$2,353.24	8/28/2024 A
242500416 BADWOLF ADVENTURE STUDIOS	\$100.00	8/28/2024 A
242500417 BLICK ART MATERIALS	\$4,672.25	8/28/2024 A
242500418 CEL PUBLIC RELATIONS, INC	\$2,200.00	8/28/2024 A
242500419 CL BENSEN CO INC	\$245.76	8/28/2024 A
242500420 DEUEL, LYN M.	\$389.93	8/28/2024 A
242500421 DOMINO'S PIZZA	\$43.96	8/28/2024 A
242500422 DRANGE, ANGELA M.	\$217.10	8/28/2024 A
242500423 ESS, ROSALBA P.	\$1,218.00	8/28/2024 A
242500424 FERNANDEZ, KEVIN M.	\$390.00	8/28/2024 A
242500425 GO SOLAR EDUCATION	\$2,720.00	8/28/2024 A
242500426 GRAINGER	\$176.42	8/28/2024 A
242500427 GUSTAFSON, CYNTHIA	\$130.00	8/28/2024 A
242500428 HANSON SPORTS	\$620.10	8/28/2024 A
242500429 HUBBARD, MICHELLE K.	\$158.87	8/28/2024 A
242500430 INNOVATIVE OFFICE SOLUTIONS	\$612.07	8/28/2024 A
242500431 JOHNSON, DAVID D.	\$132.96	8/28/2024 A
242500432 JW PEPPER & SON INC	\$87.99	8/28/2024 A
242500433 KONE INC	\$1,889.04	8/28/2024 A
242500434 KRAFT MECHANICAL LLC	\$525.00	8/28/2024 A
242500435 LANDA, ALICIA	\$78.40	8/28/2024 A
242500436 LIGHT SWITCH LLC	\$30,308.93	8/28/2024 A
242500437 LVC COMPANIES INC	\$0.00	8/28/2024 C
242500438 LVC COMPANIES INC	\$0.00	8/28/2024 C
242500439 LVC COMPANIES INC	\$21,166.69	8/28/2024 A
242500440 METHOD LEARNING	\$1,275.00	8/28/2024 A
242500441 MN SAFETY COUNCIL INC	\$1,472.00	8/28/2024 A
242500442 NORTH CENTRAL INTERNATIONAL, LLC	\$203.00	8/28/2024 A
242500443 NORTHEAST METRO INTERMEDIATE DISTRICT 916	\$59,334.73	8/28/2024 A
242500444 O'REILLY AUTOMOTIVE INC	\$110.24	8/28/2024 A
242500445 OLSON, KATHLEEN F.	\$59.50	8/28/2024 A

242500446 PATIENT TOOLS INC	\$235.00	8/28/2024 A
242500447 PROFESSIONAL WIRELESS COMM	\$4,711.50	8/28/2024 A
242500448 SAFETYFIRST PLAYGROUND MAINTENANCE	\$21,475.80	8/28/2024 A
242500449 SHAVERS, BRENTON D.	\$1,300.49	8/28/2024 A
242500450 STAPLES	\$0.00	8/28/2024 C
242500451 STAPLES	\$0.00	8/28/2024 C
242500452 STAPLES	\$27,146.78	8/28/2024 A
242500453 STATE SUPPLY CO	\$388.44	8/28/2024 A
242500454 SYNOVIA SOLUTIONS	\$2,652.00	8/28/2024 A
242500455 TALLY'S DOCKSIDE	\$1,710.00	8/28/2024 A
242500456 TR ENVIRONMENTAL CONSULTING LLC	\$430.00	8/28/2024 A
242500457 TRADE PRESS INC	\$43.00	8/28/2024 A
242500458 TRANSLANGUAGES, LLC	\$178.14	8/28/2024 A
242500459 TRI-STATE BOBCAT	\$632.50	8/28/2024 A
242500460 TWIN CITY JANITOR SUPPLY CO	\$1,504.95	8/28/2024 A
242500461 VANG, JULIE	\$114.26	8/28/2024 A
242500462 VESTIS SERVICES	\$237.92	8/28/2024 A
242500463 PERFORMANCE HEALTH SUPPLY	\$86.26	8/28/2024 A
242500463 PERFORMANCE HEALTH SUPPLY	(\$86.26)	8/28/2024 V
242500464 PERFORMANCE HEALTH SUPPLY	\$86.26	8/28/2024 A
	\$11,184,220.56	

RESOLUTION FOR ACCEPTANCE OF GIFTS

WHEREAS, the School Board believes it necessary and appropriate to accept the gifts that are reflected upon the following pages; and

WHEREAS, these gifts are consistent with State laws, School Board policy, and administrative practices; and

WHEREAS, acceptance of these gifts are consistent with the mission and educational programs of the White Bear Lake Area Schools; and

THEREFORE BE IT RESOLVED, that the School Board authorizes the acceptance and use of the following gifts:

AGENDA ITEM: **Acceptance of Gifts**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Action Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent of Finance and Operations;**
Andi Johnson, Director of Finance

Donation	Donor	Recipient
\$9,039.90	White Bear Lake Baseball Boosters	WBLAHS Baseball Program
\$1,000.00	Gymnastics Booster Club	WBLAHS Gymnastics Program
\$1,000.00	WBLHS Cheer Boosters	WBLAHS Cheer Program
\$500.00	Little Canada Canadian Days Inc	WBLAHS Marching Band
\$300.00	Oakdale Summerfest Community Organization	WBLAHS Marching Band
\$1,692.50	White Bear Lake Football Booster Inc	WBLAHS Football Program
bin of craft supplies	anonymous	Out of School Time Program
fabric	anonymous	Out of School Time Program
\$662.00	White Bear Lake Lions Club, Charitable Gambling Committee	Community Services & Recreation Bear Bike Ride
\$100.00	U.S. Charitable Gift Trust	Senior Center
\$50.00	Janet Bowser	Senior Center

school supplies, including backpacks, notebooks, calculators, pencils, crayons, and more	Orchard Dental Group	WBLAS Back to School Event
school supplies, including hand sanitizer, notepads, pens, plastic award medals, and more	Taymark	WBLAS Back to School Event
100 backpacks, and 100 school supply kits	St. Andrew's Community Resource Center	WBLAS Back to School Event
\$1,500.00	WBLAEF	WBLAS Back to School Event
over 265 backpacks filled with school supplies	Community of Grace	WBLAS Back to School Event
over 4 pallets of school supplies	White Bear Lake North and South Cub Foods	WBLAS Back to School Event

RECOMMENDED ACTION:

Approve.

AGENDA ITEM: **Field Trip Request**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Action Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning**

BACKGROUND:

School Board Policy #610 – Field Trips, requires School Board approval of any overnight field trip. The following field trips are being presented by the administration to the School Board for approval.

Date and Destination	Requesting Staff Member	Grade/ Team	School Days Missed	Students Attending	Total Cost per Student	Total Cost of Trip and Source of Revenue	Trans- portation
9/18-9/20/2024 Deep Portage Camp	Kristin Erickson, Alyssa Nelson, and Colleen Kopp	5th Grade, Otter Lake Elementary	3	75	\$155.00	\$155/student Fundraisers and families	Coach Bus
Purpose: Environmental camp to expand the 5th grade science curriculum to include hands-on activities.							

RECOMMENDED ACTION:

Approve the field trips listed as recommended by the administration.

RESOLUTION FOR HUMAN RESOURCES ITEMS

WHEREAS, the School Board believes it necessary and appropriate to approve the human resources items that are reflected upon the following pages; and

WHEREAS, that human resources items, A-5(e), as revised be approved on the premise that they conform to previously Board approved actions or contractual agreements.

THEREFORE BE IT RESOLVED, that the School Board authorizes the approval of the human resources items listed in Consent Agenda Items A-5(e).

RESIGNATION/TERMINATION/NON-RENEWAL - CLASSIFIED STAFF

ALLEN ANDERSON – Custodian - TEC/Transportation

Employed by District 624 since 08/08/2023

Effective Date: 09/04/2024

AMINA BOULALEH – Paraeducator - Normandy Park

Employed by District 624 since 01/22/2024

Effective Date: 06/06/2024

KATHLEEN ETTER – AA - Manager/Coordinator - TEC

Employed by District 624 since 11/28/2022

Effective Date: 09/05/2024

PRISCILLA FISCHER – Paraeducator - Otter Lake Elementary

Employed by District 624 since 08/30/2021

Effective Date: 06/06/2024

EMILY KNONSCHABLE – Paraeducator - WBLAHS

Employed by District 624 since 10/31/2022

Effective Date: 06/06/2024

JOANN ORLIKOWSKI – Paraeducator - Oneka Elementary

Employed by District 624 since 02/27/2023

Effective Date: 06/06/2024

YINA PETERSON – NS Assistant - Mariner Middle School

Employed by District 624 since 09/02/2023

Effective Date: 09/03/2024

JEREMY SCHURR – HD Custodian Engineer - Birch Lake Elementary & Central Middle School

Employed by District 624 since 03/25/2024

Effective Date: 9/13/2024

ERYN SLAGLE – AA - Associate Principal - Central Middle School

Employed by District 624 since 08/05/2022

Effective Date: 08/23/2024

APRIL WAGNER – Lunchroom & Playground Supervisor - Otter Lake Elementary

Employed by District 624 since 09/27/2023

Effective Date: 06/06/2024

RESIGNATION/TERMINATION/NON-RENEWAL - NON-AFFILIATED

ALEXANDER HENNESSEY – OST Assistant Coordinator - District Center

Employed by District 624 since 05/03/2021

Effective Date: 09/06/2024

RETIREMENT - CLASSIFIED STAFF

KAREN DYE – Paraeducator - Central Middle School

Employed by District 624 since 11/27/2006

Effective Date: 06/06/2024

MARY JANE LINK – Paraeducator - Birch Lake Elementary

Employed by District 624 since 01/22/2018

Effective Date: 06/06/2024

RETIREMENT - CERTIFIED STAFF

MICHAEL MCCOLLOUGH – Social Studies Teacher - WBLAHS

Employed by District 624 since 08/24/1998

Effective Date: 06/07/2024

RETIREMENT - NON-AFFILIATED

JAMES MARIER – Level II Field Technician - District Wide

Employed by District 624 since 04/03/2000

Effective Date: 10/31/2024

EXTRA ASSIGNMENT - CERTIFIED STAFF

MICHAEL ANDRES – .2 Science Teacher - Mariner Middle School

MA +60, step 13, \$21,743.80

Effective Date: 08/26/2024 - 06/09/2025

MICHAEL BICKEL – .2 FTE Social Studies Teacher - Mariner Middle School

MA + 60, step 8, \$15,325.80

Effective Date: 08/26/2024 - 06/09/2025

ERIN GRIFFIN – .2 FTE Language Arts Teacher - Mariner Middle School

MA, step 5, \$12,500.20

Effective Date: 08/26/2024 - 06/09/2025

ANNE HITTESDORF – .15 FTE Special Education Teacher - WBLAHS

MA +60, step 13, \$3,923.43

Effective Date: 08/26/2024 - 11/01/2024

DUSTIN HOLMAN – .2 FTE Physical Education Teacher - WBLAHS

MA +60, step 12, \$9,298.02

Effective Date: 08/26/2024 - 01/17/2025

JULIE HOPKINS – .2 FTE Math Teacher - Mariner Middle School

MA + 60, step 13, \$20,734.80

Effective Date: 08/26/2024 - 06/09/2025

VICTORIA LEISTICO – .2 Art Teacher - Central Middle School

MA, step 12, \$16,587.60

Effective Date: 08/26/2024 - 06/09/2025

ERIK LEPISTO – .1 FTE Social Studies Teacher - Central Middle School

MA + 15, step 5, \$5,668.20

Effective Date: 08/26/2024 - 06/09/2025

CARLEY LUNZER-KERR – .2 Math Teacher - Mariner Middle School

BA, step 1, \$10,251.40

Effective Date: 08/26/2024 - 06/09/2025

KATHERINE MARSH – .2 FTE Health Teacher - WBLAHS

MA +60, step 13, \$5,023.37

Effective Date: 08/26/2024 - 11/01/2024

MARK MISGEN – .1 FTE Physical Education Teacher - Mariner Middle School

MA +60, step 13, \$10,871.90

Effective Date: 08/26/2024 - 06/09/2025

MARIAH MOILANEN – .1 FTE Social Studies Teacher - ALC

BA, step 4, \$2,159.80

Effective Date: 08/26/2024 - 01/17/2025

MICHELE NORCROSS – .1 FTE Language Arts Teacher - ALC

MA, step 13, \$4,413.58

Effective Date: 08/26/2024 - 01/17/2025

JEREMY POST – .2 FTE Physical Education Teacher - WBLAHS

MA +60, step 13, \$10,740.70

Effective Date: 08/26/2024 - 01/17/2025

CARRIE REISDORFER – .1 FTE Social Studies Teacher - Central Middle School

MA + 60, step 13, \$10,796.40

Effective Date: 08/26/2024 - 06/09/2025

JAKE ZISLA – .15 FTE Special Education Teacher - WBLAHS

MA +60, step 13, \$3,767.53

Effective Date: 08/26/2024 - 11/01/2024

CHANGE IN ASSIGNMENT - CLASSIFIED STAFF
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PRISCILLA FISCHER – From Early Childhood Assistant - Otter Lake Elementary

To Paraeducator - Normandy Park

From 4.5 hours/day To 3 hours/day

From \$21.52 To \$23.69

Effective Date: 09/02/2024

AMY KLEIST – From Media Clerk - Central & Mariner Middle School

To AA Out of School Time Programs - District Center

From \$23.96 To \$26.59

Effective Date: 08/27/2024

LINDSAY LANG – From Full-time Building Reserve - Central Middle School

To Media Clerk- Central & Mariner Middle School

Effective Date: 08/26/2024

KARL LASCH – From Pupil Support Assistant - Central Middle School

To Student Supervisor - Central Middle School

From 6.5 hours/day To 7.45 hours/day

Effective Date: 09/02/2024

EMILY SCHWEIGER – From Lunchroom Assistant - Vadnais Heights Elementary

To Paraeducator - WBLAHS

From 2.5 hours/day To 6.5 hours/day

Effective Date: 09/03/2024

HEIDI SIEBENALER – Nutrition Service Production Lead - Central Middle School

From 5.75 hours/day To 6.25 hours/day

Effective Date: 09/02/2024

RETURN FROM LEAVE OF ABSENCE - CERTIFIED STAFF

EMILY RAY – Music Teacher - Central & Mariner Middle School

Employed by District 624 since 08/19/2019

Effective Date: 08/26/2024

TEMPORARY CHANGE IN ASSIGNMENT - CERTIFIED STAFF

LAURA SCHLEEDE – Social Worker - Lincoln Elementary

From .6 FTE To 1.0 FTE

Effective Date: 2024-2025 School Year

PART-TIME LEAVE OF ABSENCE - CERTIFIED STAFF

DAWN BRUESS – Special Education Teacher - Matoska International

Position .8 FTE (Leave 0.3 FTE)

Effective Date: 2024-2025 school year

NEW PERSONNEL - NON-AFFILIATED

GRIFFIN HENJUM – OST Site Supervisor - Matoska International

40 hrs. wk. \$61,880 annually

Effective Date: 08/27/2024

TASHA MORLEY – Chemical Health Specialist - ALC

40 hrs. wk. \$65,738.00 annually

Effective Date: 08/26/2024

JESSICA WERLEIN – OST Site Supervisor - Matoska International

40 hrs. wk. \$64,364 annually

Effective Date: 08/14/2024

NEW PERSONNEL - CLASSIFIED STAFF

MEGAN ANDERSON – NS Assistant - Oneka Elementary

\$19.31 per hr. 23.75 hrs. per wk.

Effective Date: 09/02/2024

GRACE ARMSTRONG – OST Program Assistant - Willow Lane Elementary

\$18.50 per hr. 17.5 hrs. per wk.

Effective Date: 08/26/2024

KARI BIBEAU – NS Assistant - WBLAHS

\$19.31 per hr. 18.75 hrs. per wk.

Effective Date: 09/02/2024

VICKIE BJORKMAN – NS Assistant - WBLAHS

\$19.31 per hr. 18.75 hrs. per wk.

Effective Date: 09/02/2024

ANDREA BOYER – OST Program Assistant - Oneka Elementary

\$18.50 per hr. 17.5 hrs. per wk.

Effective Date: 09/04/2024

HOLLI BRAASCH – NS Assistant - Mariner Middle School

\$19.31 per hr. 18.5 hrs. per wk.

Effective Date: 09/02/2024

CATHERINE BYRD – OST Program Assistant - Matoska International

\$18.50 per hr. 17.5 hrs. per wk.

Effective Date: 08/26/2024

ERIK CHRISTENSEN – Paraeducator - North Star Elementary

\$22.91 per hr. 32.5 hrs. per wk.

Effective Date: 09/02/2024

ABIGAIL CLINCH – OST Program Assistant - Oneka Elementary

\$18.50 per hr. 19.75 hrs. per wk.

Effective Date: 09/02/2024

SHARON CLINCH – Admin Assistant - Associate Principal - Mariner Middle School

\$22.45 per hr. 40 hrs. per wk.

Effective Date: 08/22/2024

EDUARDO CORTES – Bus Driver - Bus Garage

\$26.19 per hr. 30.85 hrs. per wk.

Effective Date: 09/03/2024

KELLY DESMET – Paraeducator - Matoska International

\$22.91 per hr. 32.5 hrs. per wk.

Effective Date: 09/02/2024

JULIA FAVORS – Paraeducator - Mariner Middle School

\$22.91 per hr. 32.5 hrs. per wk.

Effective Date: 09/03/2024

DARNISHA HANNA – NS Assistant - WBLAHS

\$19.31 per hr. 18.75 hrs. per wk.

Effective Date: 09/02/2024

MEGAN HENNING – Custodian - WBLAHS

\$22.79 per hr. 40 hrs. per wk.

Effective Date: 08/19/2024

KALEY MEYER-RHOADES – Paraeducator - Central Middle School

\$22.91 per hr. 32.5 hrs. per wk.

Effective Date: 09/04/2024

REBECCA HOLLENBECK – NS Assistant - WBLAHS

\$19.31 per hr. 18.75 hrs. per wk.

Effective Date: 09/02/2024

ROSS HOLMULUND – Bus Driver - Bus Garage

\$26.19 per hr. 32.9 hrs. per wk.

Effective Date: 09/03/2024

JOJEAN HOOK – Bus Driver - Bus Garage

\$26.19 per hr. 36 hrs. per wk.

Effective Date: 09/03/2024

MARK KLUGE – Bus Driver - Bus Garage

\$26.19 per hr. 30 hrs. per wk.

Effective Date: 09/03/2024

SAVANNAH LANE – Paraeducator - WBLAHS

\$22.91 per hr. 32.5 hrs. per wk.

Effective Date: 09/02/2024

EVA METZLER – OST Program Assistant - Vadnais Heights Elementary

\$18.50 per hr. 15 hrs. per wk.

Effective Date: 08/26/2024

SHANNON MCINTEE – Early Childhood Assistant - Willow Lane Elementary

\$21.52 per hr. 27.5 hrs. per wk.

Effective Date: 09/02/2024

ALEXANDER OAKLAND – Custodian - Normandy Park & Vadnais Heights Elementary

\$22.79 per hr. 40 hrs. per wk.

Effective Date: 08/26/2024

TIFFANY PAVLAK – NS Assistant - Lincoln Elementary

\$19.31 per hr. 15 hrs. per wk.

Effective Date: 09/02/2024

YINA PETERSON – NS Assistant - WBLAHS

\$19.31 per hr. 18.75 hrs. per wk.

Effective Date: 09/02/2024

BETSY REILLY – Health Assistant - North Star Elementary

\$23.05 per hr. 37.5 hrs. per wk.

Effective Date: 08/26/2024

REBEKAH ROCKFORD – Early Childhood Assistant - Willow Lane Elementary

\$21.52 per hr. 27.5 hrs. per wk.

Effective Date: 09/02/2024

PAULA SAWACKE – NS Assistant - WBLAHS

\$19.31 per hr. 18.75 hrs. per wk.

Effective Date: 09/02/2024

TAMARA SCARAMUZZO – NS Assistant - Mariner Middle School

\$19.31 per hr. 18.5 hrs. per wk.

Effective Date: 09/02/2024

THERESA SKAAR – NS Assistant - WBLAHS

\$19.31 per hr. 18.75 hrs. per wk.

Effective Date: 09/02/2024

JUDD SMITH – Custodian - Central Middle & WBLAHS

\$22.79 per hr. 40 hrs. per wk.

Effective Date: 08/19/2024

TODD SOULE – Custodian - Mariner Middle School

\$22.79 per hr. 20 hrs. per wk.

Effective Date: 08/19/2024

NAKITA STANLEY – Paraeducator - TEC

\$22.91 per hr. 32.5 hrs. per wk.

Effective Date: 09/02/2024

BRANTLEY STEELE – Paraeducator - Vadnais Heights Elementary

\$22.91 per hr. 32.5 hrs. per wk.

Effective Date: 09/02/2024

THOMAS STONEHOUSE – ADSIS Paraeducator - Matoska International

\$22.91 per hr. 25 hrs. per wk.

Effective Date: 09/02/2024

ERIN SMITH SVENDSEN – Paraeducator - Normandy Park

\$22.91 per hr. 15 hrs. per wk.

Effective Date: 09/02/2024

MIGUEL TAMAYO PADILLA – Bus Driver - Bus Garage

\$26.19 per hr. 38.3 hrs. per wk.

Effective Date: 09/03/2024

ASHLEY THOMA – Student Supervisor - ALC

\$22.91 per hr. 22.5 hrs. per wk.

Effective Date: 09/02/2024

JILL WRIGHT – NS Assistant - WBLAHS

\$19.31 per hr. 18.75 hrs. per wk.

Effective Date: 09/02/2024

NEW PERSONNEL - CERTIFIED STAFF
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SAVANNAH GRIER – FACS Teacher - Mariner & Central Middle School

0.6 FTE BA, step 1 \$30,754.20

Effective Date: 08/26/2024

KATHLEEN HATCH – Special Education Teacher - Birch Lake Elementary

1.0 FTE MA, step 2 \$57,850

Effective Date: 08/26/2024

PETER HOLMSTROM – Social Studies Teacher - WBLAHS

1.0 FTE BA, step 2 \$52,272

Effective Date: 08/26/2024

CHRISTA JOHNSTON – ELL Teacher - North Star & Otter Lake Elementary

1.0 FTE MA, step 2 \$75,628

Effective Date: 08/26/2024

CATHERINE LUELLEN – 5th Grade Teacher - Matoska International

1.0 FTE MA, step 2 \$57,850

Effective Date: 08/26/2024

ELISE O'DONNELL – Kindergarten Teacher - Willow Lane Elementary

1.0 FTE MA, step 8 \$70,285

Effective Date: 08/26/2024

COLLEEN STRAITON – ELL Teacher - Willow Lane, ALC & TEC

0.6 FTE BA + 60, step 9 \$40,503

Effective Date: 08/26/2024

EMILY TOOT – Kindergarten Teacher - North Star Elementary

1.0 FTE MA+60, step 9 \$79,054

Effective Date: 08/26/2024

ANTHONY TYUS – Physical Education Teacher - Mariner Middle School

1.0 FTE BA, step 6 \$56,986.00

Effective Date: 08/26/2024

TEMPORARY - CLASSIFIED STAFF

STEPHANIE LANNERS – Paraeducator - Oneka Elementary

From 29.5 hrs. per wk., To 35 hrs. per wk.,

Effective Date: 2024-2025 School Year

TEMPORARY - CERTIFIED STAFF

TAMARA BALDES – Full Time Building Reserve - ALC

\$210/per day, 40 hrs per week

Effective Date: 2024-2025

DAVID TRUAX – Full Time Building Reserve - WBLAHS

\$210/per day, 40 hrs per week

Effective Date: 2024-2025

LONG-TERM SUBSTITUTE - CERTIFIED STAFF

JILL ENGWER – Science Teacher - ALC

1.0 FTE BA, step 1 \$22,061.64

Effective Date: 08/26/2024 - 12/25/2024

SARAH FLYNN – 1st Grade Teacher - Willow Lane Elementary

1.0 FTE BA, step 2 \$22,229

Effective Date: August 26, 2024 - December 20, 2024

TODD POEPARD – School Counselor - Mariner Middle School

1.0 FTE MA + 15, step 13 \$21,973.22

Effective Date: 08/26/2024 - 11/1/2024

SARAH TSCHUMPERLIN – 3rd Grade Teacher - Lakelaires Elementary

1.0 FTE BA, step 2 \$52,272

Effective Date: 2024-2025 School Year

MATTHEW VAN BOOVEN – Social Studies Teacher - WBLAHS

1.0 FTE BA, step 10 \$27,348.49

Effective Date: 08/26/2024 - 01/24/2025

LONG-TERM SUBSTITUTE - CLASSIFIED STAFF
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JENNIFER FRENCH – NS Assistant - Matoska International

\$19.31 per hr. 23.8 hrs. per wk.

Effective Date: 09/02/2024 - 06/06/2025

TIFFANY WHITTIER – Paraeducator - Otter Lake Elementary

\$22.91 per hr. 32.5 hrs. per wk.

Effective Date: 09/02/2024 - 11/25/2024

B. PUBLIC FORUM

Listed below are the procedures for addressing the School Board on a topic of interest or concern.

1. Speakers must reside in the District, be a guardian of a student(s) in the District, be a student in the District, or be employed by the District. The School Board will give priority to individuals who wish to address a specific item that is on the agenda for that meeting. After this priority has been applied, any remaining openings to speak - up to the total of ten individuals - will be determined by lot.
2. Public Forum will be open for up to 30 minutes (3 minutes per speaker, 10 minutes per topic, no more than 3 speakers per topic). Speakers are encouraged to avoid repeating comments that other speakers have made.
3. Those who wish to address the School Board must submit a written request to speak before 3:00 pm on the day of the School Board meeting. Requests must be submitted to the following email address: publiccomment@isd624.org, or by phone at 651-407-7563.
4. The School Board Chair will call speakers to the microphone and will recognize one speaker at a time. Speakers must be in person to be recognized. Only those individuals who have been recognized by the School Board Chair will be allowed to speak during the public comment period.
5. School District policy and data privacy laws preclude the School Board from publicly discussing personnel and student matters or data, including information, which, if discussed in a public meeting could violate law or policy.
6. Members of the public may not engage in conduct that materially and substantially disrupts any part of a School Board meeting, or that otherwise impedes the School Board's ability to conduct its business in an orderly and efficient fashion.
7. If a speaker violates any of the established procedures or engages in any prohibited conduct, the Board Chair will rule the speaker out of order.
8. An appropriate school district official may be assigned to contact the speaker with answers to their questions or with follow-up information.
9. A handout on the purpose of the Public Forum and the process is available at each regular School Board meeting.
10. Citizens may be asked to address the School Board on a particular subject during the discussion of that item.

C. INFORMATION ITEMS

AGENDA ITEM: **Superintendent's Report**
MEETING DATE: **September 9, 2024**
SUGGESTED DISPOSITION: **Information Item**
CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**

BACKGROUND:

Dr. Kazmierczak will provide information on current issues and events pertaining to the White Bear Lake Area Schools.

AGENDA ITEM: **Opening School Report**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**

BACKGROUND:

Members of the Leadership Team will give an update on the work done this summer to help students, staff, and families get off to a good start this school year. District programs and services will be highlighted.

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NOVATE GO INSPIRE GO
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PLORE GO GRADUATE G

2024-25

Opening School Report



GO BEARS

POWER GO EXCEL GO
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- Teaching & Learning
- Student Support Services
- Educational Equity & Achievement
- Technology & Innovation
- Operations
- Human Resources
- Community Services & Recreation
- Communications & Community Relations
- Enrollment

GO BEARS

Teaching & Learning Overview

Teaching and Learning



- Teaching and Learning Departments
 - Educational Equity and Achievement
 - Director: Brenton Shavers
 - Student Support Services
 - Director: Lisa Ouren
 - Technology and Innovation
 - Director: Susan Herder
 - Teaching and Learning
 - Director: Jen Babiash
- Work to support and in partnership with Principals and Site Leaders



Summer 2024

Leadership Development

Instructional Leadership
Change management
Family and community
partnerships

Instructional Leadership Institute

Teams of leaders and
educators
Continuous Improvement
and Goal Setting

Collaboration

District, Building Leaders and
Educators

K-12 Curriculum,
Assessment and Reporting
Professional Development

Student Activities

Increase in student
participation
Many team and individual
accomplishments to
celebrate

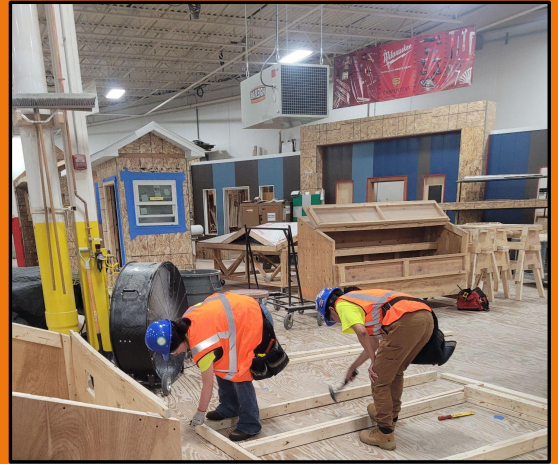


Teaching & Learning Update

Career Pathways - Summer Opportunities

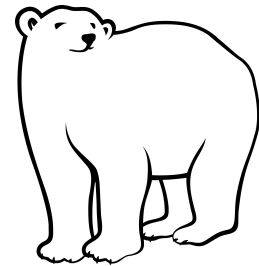


We had 24 students in Career Pathways participate in summer internships/jobs.



MN Trades Academy

New Educators



Proud to be a Bear!

GO BEARS 

Student Support Services Update

Transition Education Center (TEC)

Serving young adults
ages 18-22



TEC's Open House welcomed young adults and their families to their new location at the former Hugo Elementary School.

This expanded space for TEC will create even more opportunities for our young adults with exceptional needs to work toward greater independence, accomplish individual transition goals, and enjoy their new social spaces!

Transitioning to community

Encouraging independence

Celebrating aspirations

GO BEARS



The "Little Bears Parent Group" is a family engagement initiative designed to create a collaborative space and provide resources for parents and their child in early childhood. The monthly agenda is driven by topics parents are interested in, such as:

- Sensory processing
- Developmental Delay
- Social-emotional
- Transitioning to kindergarten
- Occupational Therapy



Educational Equity & Achievement Update

Recap - Employee Induction Training

Indian Education - AIPAC

Vincent Patton,
Indian Education
Coordinator

Equity Decision Making Protocol & Racial Bias and Harm Protocol

Brenton Shavers,
Director of Educational
Equity and Achievement

MTSS and Family Engagement

Kim Rasch, MTSS
Coordinator

GO BEARS

Equality - Diversity - Equity - Acceptance - Belonging



Equality is everyone
getting a pair of shoes.



Diversity is everyone
getting a different type
of shoe.



Equity is everyone
getting a pair of shoes
that fits.



Acceptance is
understanding we all wear
different kinds of shoes.



Belonging is wearing the
shoes you want without
fear of judgment.

GO BEARS

Understanding Historical Trauma PD

GO BEARS

Ready for School Event - August 24, 2024

A few key points:

- 400+ backpacks w/supplies were distributed to families
- 100+ families accessed ParentVue and applied for educational benefits with assistance from interpreters and IT Department
- Bare Care Clinic scheduled appointments and administered vaccines and health physicals
- Community Ed. shared information about programming and Early Childhood opportunities

The above is only a short list of great things that took place. A special thank you to all the businesses and organizations that donated items, time, and services to support our school community.

GO BEARS



Technology & Innovation Update



Devices



Desktops

170

Chromebooks

1440

Repurposed
Chromebooks

1200

*Design
Your
Future*

*Create
Your
Success*

Resource migration

- Creation of two new buildings in all resources
- Migration of systems applications to those new sites
- Destiny is now hosted in the cloud

GO BEARS



Synergy

Improvements

- Latest update
- Migration of two new sites into Synergy

New features

- Hall Pass
- Tardy Kiosk
- Set up for standards based grading for HS

GO BEARS 



Cyber Security

- Partnering with Arctic Wolf
- Continued cybersecurity education for staff
- Phishing simulations

GO BEARS 

Revised Technician Support Model



After reflecting on the changes and with the feedback of the staff, **three teams** of Tier I technicians will support a third of the district.

This will continue to build on the relationships with building staff while providing a model where the teams can better support each other and the buildings.

Operations Update

Facilities - Building Projects

Projects Completed Summer 2024



- Mariner Middle - Phase 1 LTFM HVAC Replacement
 - Big Summer Moves (South Campus, Sunrise Park, TEC)
- High School - Phase 3 Addition/Renovation
 - Reopened as 9-12 High School
- Central Middle- Phase 1 Building Renovation
 - New Gymnasium/Storm Shelter
 - Flex Spaces
 - HVAC Improvements
- Vadnais Heights Elementary
 - New Roof On North Half Of Building
- TEC - Moved Into Temp Space (Hugo Elem site)
- New Monument Signs - Phase 2



Facilities - Building Projects

Projects Underway:

- White Bear Lake Area High School
 - Performing Arts Center
- Price Field
 - New Shot Put, Discus
- Sunrise Park
 - Renovations for District Services Center
- White Bear Lake Area High School and Vadnais Heights Elementary
 - Solar Projects
 - Solar for Schools Grant



Facilities - Security

Lockdown System

- Contractors are completing final steps of lockdown system integration

Security Camera/Access Control Upgrades

- Enhancements to outdoor areas (Fields/Stadium/ Lots) and areas with recent layout changes are in progress

Threat Assessment Protocol

- Leadership/Student Support staff were trained in CSTAG and attended a workshop

Standard Reunification Method

- County-wide reunification planning



- ➔ Summer Breakfast: 9,905
- ➔ Summer Lunch: 13,983
- FREE School Meals! Year 2
 - Breakfast and Lunch
- Farm to School Institute
 - Freedom School Reading
 - Field Trip to Taylor Ventures Farm - Marine on St. Croix
- Growing Bulk Milk Initiatives
 - High School
 - Oneka
 - Grant with Washington County
- Wellness

Nutrition Services





- We've purchased three new buses over the last year
 - One special transportation bus
 - Two 77 passenger buses
- While the school bus driver shortage continues to be an issue across the nation, WBLAS is fully staffed
- Our buses will drive 1.4 M miles this year and will make over half a million stops.

Human Resources Update



Updates

- Hiring
 - 130 New Hires
 - 61 New Teachers
- Converted employee files from paper to electronic format.

GO BEARS // // // // //

WE ARE HIRING!

- **competitive wages**
- **flexible work hours**
- **make a difference for
kids in our community**



isd624.org/employment

Community Services & Recreation Update

Early Childhood Education

ECFE, EC Screening, School Readiness, School Readiness Plus, Tamarack Nature Preschool, Community Outreach, & Home Visiting

Where Bears Begin!

- 112 ECFE students / 264 PreK students
- 314 ECSE students (Birth to 5)
- Early Childhood programs in 8 sites
- Still accepting students at Normandy Park, Oneka & Otter Lake
- Continued focus on alignment with elementary
- Strategic planning focus on increasing family and community engagement, engaging diverse learners and increasing access to programs.



GO BEARS

Out of School Time Programs

Extended Day, Youth Enrichment & Development

Extended Day/FLEX # of Contracts	Fall 2022-2023	Fall 2023-2024	Fall 2024-25	Summer 2022	Summer 2023	Summer 2024
	747	753 Waitlist: 390	883 Waitlist: 175	579	705	760

- 2024 Extended Day & FLEX summer registration increased by 55 contracts. No summer waitlist!
- Extended Day is currently staffed for all accepted contracts. Hopeful that staffing will continue so that we can accommodate the current waitlist.
- We are continuing to partner positions with school day hours, provide opportunities for high school credit and early release, and working with a local company to help our high volume staff recruiting efforts. All have been helpful! Currently 98 staff members on our Extended Day Team!

Youth Enrichment & Development	2023 Fall Course Offerings	2024 Fall Course Offerings	Summer 2024 Student Enrollments	23-24 School Year Students Registered
	51	65	811	716

Out of School Time Programs

Targeted Services

Camp Summer & Summer U	Students Served	Camp Summer Themes	District Teachers Recruited	District Support Staff Recruited
	Over 400 Across 3 programs	30	39	24

Targeted Services

- Camp Summer topics included: Create Your Own Business, Nature, Pokemon, STEAM, Game Design, Mindfulness, Cooking, and more!
 - Students were able to practice math, literacy, and SEL skills through these topics of interest.
- Huge thank you to many local businesses and vendor who donated supplies for our Olympics day on the last day of Middle School Summer U!

Afterschool Community Learning Grant

Pilot at Matoska Camp Summer

- Students had a lot of fun after their camps at Matoska exploring the great outdoors by fishing and learning to kayak, learning about careers by meeting community members in those positions, spending extra time exploring creative STEM projects, and engaging in sports and games including a soccer camp!

Youth Recreation & Middle School Athletics



Fall Rec Sports!

- Flag Football
- Volleyball
- Soccer
- Thank you to all of our volunteer coaches!
- Recreation basketball registration is open!

Middle School Athletics is off and running!

- Cross country
- Girls Tennis
- Volleyball
- NEW This Year - Boys and Girls Soccer!

Middle School Intramural Program

- Ultimate Frisbee

Adult Programs & Facility Use

We are working hard to support our Adult Bears!

Adult Enrichment, Adult Recreation, Adult Basic Education, & Senior Programming

- Adult Enrichment programs have started out strong. Over 1696 participated in Adult Enrichment programs in the 23/24 SY.
- Senior Center - Current membership of 243. Over 7100 participants in Senior and Adult programs 23/24 SY.
- One of our Craft Corner members won Grand Champion for his work at the Washington Co. Fair - See photo
- Summer Senior Picnic - Served 95 meals to our community in partnership with the WBL Lions on August 9.
- Meals on Wheels - We average 56 meals daily to our clients throughout the District. All meals are heated, packed and delivered by volunteers.
- Our TGIF meals and holiday meals continue to bring in many new faces to our Senior Center.
- Adults With Disabilities - Community Bridge Consortium



White Bear Lake Area School District
**COMMUNITY SERVICES
& RECREATION**

Fall 2024

Fig on with
Bear™ Island!

WR
L

White Bear Lake Area School District publication, can be found on the reverse of this catalog. The piece covers District and school news, accomplishments, 624 Facts and notice of upcoming events. Flip this book to see the District updates!

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White Bear Lake Area Schools

Early Childhood Family Education (ECFE)

Infants, Toddlers, Preschoolers & Parents

White Bear Lake Area Schools

2024-2025
Registration
Guide

2024
2025 Preschool
Registration Guide

White Bear Lake Area Schools

Where BEARS Roam

GO BEARS

SAT, OCT 12, 2024

BEAR BIKE

SAVE THE DATE

RIDE FOR YOUTH SPORTS & ACTIVITIES

New this year - Kids fun ride around the new High School!
50 mile, 25 mile or 9 mile options
Ride starts & ends at White Bear Lake Area High School

All donations go directly to help pay sport & activity registration fees for students

Communication & Community Relations Update

- **Printed Calendar**

- Website
- Beginning of the Year letters
- Nutrition Services materials
- School videos
- Convocation event
- #BackToSchoolBears
- Regular communication
 - Community e-Newsletters
 - 624 Facts on social media
 - The Week in 62.4 Seconds
- Communications Trainings



GO BEARS

- Printed Calendar
- Website
- ***Beginning of the Year letters***
- Nutrition Services materials
- School videos
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- + Early Childhood
- + Elementary Schools
- + Middle Schools

GO BEARS

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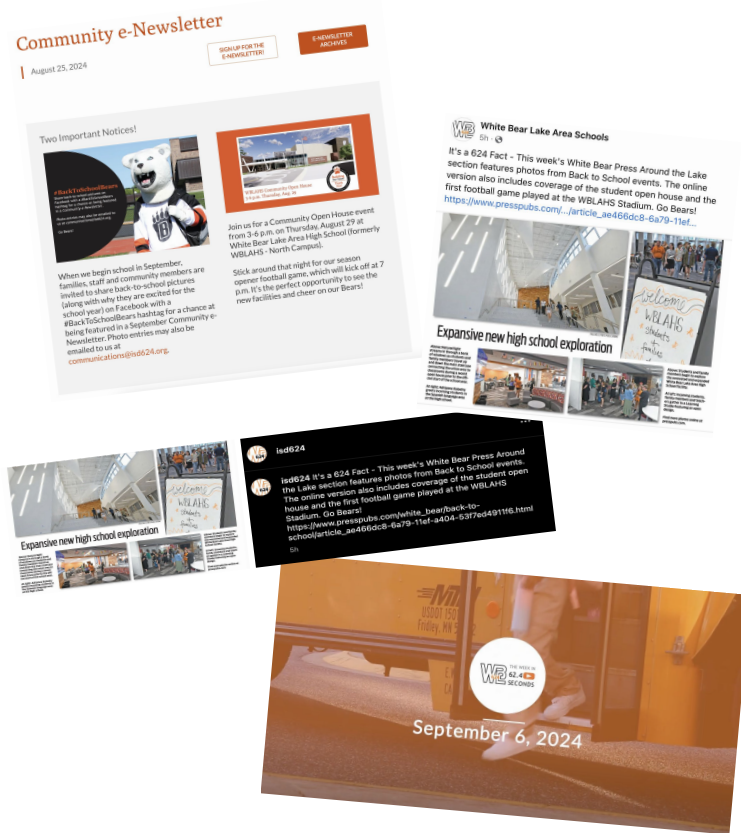


GO BEARS

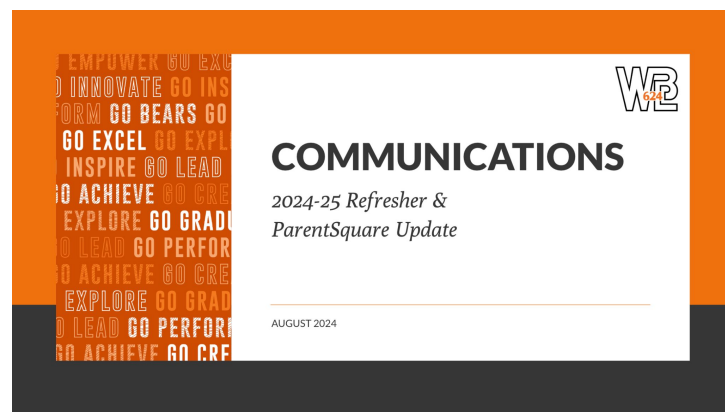
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- **Communications Trainings**



GO BEARS

Enrollment Update

Opening Week
Enrollment

ELEMENTARY

School	Enrollment Sept 2024	Enrollment Sept 2023*	Difference +/-
Birch Lake	226	224	2
Lakeaires	387	389	-2
Lincoln	483	489	-6
Matoska	547	603	-56
North Star	469	470	-1
Oneka	435	427	8
Otter Lake	468	463	5
Vadnais Heights	392	388	4
Willow Lane	265	263	2
Total	3,672	3,716	-44

*Revised to show enrollment at 3 p.m. on the first Friday of the school year.

Opening Week Enrollment SECONDARY

School	Enrollment Sept 2024	Enrollment Sept 2023*	Difference +/-
Central	934	983	-49
Mariner	952	849	103
6-8 Total	1,886	1,832	54
High School	2,642	2,569	73
ALC	137	158	-21
TEC	52	43	9
9-12 Total	2,831	2,770	61
6-12 Total	4,717	4,602	115
K-5 Total	3,672	3,716	-44
6-12 Total	4,717	4,602	115
K-12 Total	8,389	8,318	71

*Revised to show enrollment at 3 p.m. on the first Friday of the school year.



Welcome to 2024-25 - and Go Bears!

GO BEARS GO ACHIEVE GO CREATE GO DISCOVER
GO EXCEL GO EXPLORE GO GRADUATE GO IGNITE
GO INSPIRE GO LEAD GO PERFORM GO SUCCEED

D. DISCUSSION ITEMS

AGENDA ITEM: **Summary of Evaluation of Superintendent**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Jessica Ellison, School Board Chair**

BACKGROUND:

At the August 26, 2024 work session in a closed session pursuant to Minnesota Statutes 13D.05, Subd. 3(a) the School Board reviewed the results of the 2023-24 performance evaluation with the superintendent. School Board members will publicly comment on that evaluation to the extent permitted by law.

AGENDA ITEM: **Policy 507, Corporal Punishment and Prone Restraint**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning**

BACKGROUND:

School Board Policy 507, Corporal Punishment and Prone Restraint, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes recommended to this policy are in sections V and the cross references.

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

RECOMMENDED ACTION:

Review the policy and provide suggestions or feedback to the administration, with the policy placed on the October 14, 2024 or a subsequent School Board meeting agenda for action.

Adopted: July 22, 1996
Revised: June 11, 2001
Revised: September 9, 2002
Revised: July 16, 2018
Revised: September 11, 2023
Revised: July 8, 2024

*White Bear Lake Area
School District #624 Policy 507*

Revised: April 11, 2022
Revised: January 8, 2024
Revised: _____

507 CORPORAL PUNISHMENT AND PRONE RESTRAINT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

No employee or agent of the school district shall inflict corporal punishment or use prone restraint upon a student except as provided below.

III. DEFINITIONS

- A. “Corporal punishment” means conduct involving:
 - 1. hitting or spanking a person with or without an object; or
 - 2. unreasonable physical force that causes bodily harm or substantial emotional harm.
- B. “Employee or agent of the district” does not include a school resource officer as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c).
- C. “Prone restraint” means placing a child in a face-down position.

IV. PROHIBITIONS

- A. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct.
- B. An employee or agent of the school district shall not use prone restraint.
- C. An employee or agent of a district shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts

or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

- D. 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. The use of reasonable force, as set forth in Section V, does not authorize conduct prohibited pursuant to Minnesota Statutes, section 125A.0942.

V. REASONABLE FORCE

- A. Reasonable force may be used upon or toward the person of another without the other's consent when the following circumstance exists, or the actor reasonably believes it to exist:
1. when used by a teacher, school principal, school employee, school bus driver, or other agent of the school in the exercise of lawful authority, to restrain a child or student to prevent bodily harm or death to the child, student, or another.
- B. Reasonable force may be used upon or toward the person of a child without the child's consent when the following circumstance exists, or the actor reasonably believes it to exist:
1. when used by a teacher, school principal, school employee, school bus driver, other agent of the district, or other member of the instructional, support, or supervisory staff upon or toward a child or student when necessary to restrain the child or student to prevent bodily harm or death to the child, student, or another ~~pursuant to Minnesota Statutes, section 609.379~~. Nothing in Minnesota Statutes, section 609.379 limits any other authorization to use reasonable force, including but not limited to authorizations under Minnesota Statutes, section 121A.582, subdivision 1, and section 609.06, subdivision 1.
- C. An employee or agent of the school district may use reasonable force under the conditions set forth in Policy 506 (Student Discipline).

VI. VIOLATION

Employees and agents of the school district 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 those school district employees and agents.

Legal References: Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 123B.25 (Legal Actions Against Districts and Teachers)
Minn. Stat. § 125A.0941 (Definitions)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 609.06 (Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)
Minn. Stat. § 645.241 (Punishment for Prohibited Acts)

Cross References: WBLASB Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
WBLASB Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
WBLASB Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
WBLASB Policy 506 (Student Discipline)
WBLASB Policy 507.5 (School Resource Officers)

AGENDA ITEM: **Policy 507.5, School Resource Officers**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for
Finance and Operations**

BACKGROUND:

School Board Policy 507.5, School Resource Officers, is a new policy. It was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for adoption.

The purpose of this policy is to establish the contractual duties and training requirements of a school resource officer.

RECOMMENDED ACTION:

Review the policy and provide suggestions or feedback to the administration, with the policy placed on the October 14, 2024 or a subsequent School Board meeting agenda for action.

Adopted:

*White Bear Lake Area
School District #624 Policy 507.5*

507.5 SCHOOL RESOURCE OFFICERS

[Note: The provisions of this policy substantially reflect statutory requirements. School districts utilizing school resource officers may choose to adopt this policy.]

I. PURPOSE

The purpose of this policy is to establish the contractual duties and training requirements of a school resource officer.

II. GENERAL STATEMENT OF POLICY

The school district, upon securing the services of one or more school resource officers, is committed to establishing the qualifications and duties required of these officers. Any contract for the services of a school resources officer with the school district must meet the requirements of this policy.

III. DEFINITIONS

- A. “School” means an elementary school, middle school or secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13.
- B. “School Resource Officer” means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer’s regular responsibilities through the terms of a contract entered between the peace officer’s employer and the designated school district or charter school.

IV. CONTRACTUAL DUTIES

- A. A school resource officer’s contractual duties with the school district shall include:
 - 1. fostering a positive school climate through relationship building and open communication;
 - 2. protecting students, staff, and visitors to the school grounds from criminal activity;

3. serving as a liaison from law enforcement to school officials;
4. providing advice on safety drills;
5. identifying vulnerabilities in school facilities and safety protocols;
6. educating and advising students and staff on law enforcement topics; and,
7. enforcement of criminal laws.

B. The school district may contract with a school resource officer's employer for the officer to perform additional duties to those described in paragraph IV.A.

C. A school resource officer must not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.

D. Nothing in this Article limits any other duty or responsibility imposed on peace officers; limits the expectation that peace officers will exercise professional judgment and discretion to protect the health, safety, and general welfare of the public when carrying out their duties; or creates a duty for school resource officers to protect students, staff, or others on school grounds that is different from the duty to protect the public as a whole.

V. TRAINING

A. Except as provided for in paragraphs V.B., V.C., and V.D. below, beginning September 1, 2025, a peace officer assigned to serve as a school resource officer must complete a training course that provides instruction on the learning objectives identified in Minnesota Statutes, section 626.8482, subdivision 4 prior to assuming the duties of a school resource officer.

B. A peace officer who has completed either the School Safety Center standardized Basic School Resource Officer Training or the National School Resource Officer Basic School Resource Officer course prior to September 1, 2025, must complete the training mandated under paragraph V.A. above before June 1, 2027. A peace officer covered under this paragraph may complete a supplemental training course approved by the board pursuant to Minnesota Statutes, section 626.8482, subdivision 4, paragraph (b), to satisfy the training requirement.

- C. If an officer's employer is unable to provide the required training course to the officer prior to the officer assuming the duties of a school resource officer, the officer must complete the required training within six months of assuming the duties of a school resource officer. The officer is not required to perform the duties described in Minnesota Statutes, section 626.8482, subdivision 2, paragraph (a), clause (4) or (5), until the officer has completed the required training course. The officer must review any policy adopted by the officer's employer pursuant to section 626.8482, subdivision 6 before assuming the other duties of a school resource officer and must comply with that policy.
- D. An officer who is serving as a substitute school resource officer for fewer than 60 student contact days within a school year is not obligated to complete the required training or perform the duties described in Minnesota Statutes, section 626.8482 subdivision 2, paragraph (a), clause (4) or (5), but must review and comply with any policy adopted pursuant to subdivision 6 by the law enforcement agency that employs the substitute school resource officer.
- E. For each school resource officer employed by an agency, the chief law enforcement officer must maintain a copy of the most recent training certificate issued to the officer for completion of the training mandated under this section.

Legal References: Minn. Stat. § 120A.05, subds. 9, 11, and 13 (Definitions)
Minn. Stat. § 120B.02, subd. 25 (General Powers of Independent School Districts - School Resource Officers)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)

Cross References: WBLASB Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
WBLASB Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
WBLASB Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
WBLASB Policy 506 (Student Discipline)

AGENDA ITEM: **Policy 532, Use of Peace Officers and Crisis Teams to Remove Students From School Grounds**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Lisa Ouren, Director of Student Support Services; and**
Tim Wald, Assistant Superintendent for Finance and Operations

BACKGROUND:

School Board Policy 532, Use of Peace Officers and Crisis Teams to Remove Students From School Grounds, and is being recommended for a first reading. The changes recommended to this policy are in sections II, III, and IV, and the legal and cross references.

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

RECOMMENDED ACTION:

Review the policy and provide suggestions or feedback to the administration, with the policy placed on the October 14, 2024 or a subsequent School Board meeting agenda for action.

Adopted: May 9, 2005
Revised: November 8, 2007
Revised: June 13, 2011
Revised: April 9, 2012
Revised: January 13, 2020
Revised: September 11, 2023

*White Bear Lake Area
School District #624 Policy 532*

Revised: June 9, 2014
Revised: March 13, 2023
Revised: _____

532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS 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, including a student with an Individualized Education Plan (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. Reasonable precautions should be taken to protect students from physical or emotional harm at school and school-sponsored events and activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy; unless the IEP team determines that the discipline policy should not apply. 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 any student, including 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, visitors, any other persons 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. "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.

- B. “Emergency” means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- C. “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. A “peace officer” is not an agent or an employee of the district.
- D. “Physical holding” means physical intervention intended to hold a child immobile or limit a child’s movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury.
- ~~D. “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. A “police liaison officer” is not an agent or employee of the district.~~
- E. The phrase “remove the student from school grounds” refers to the act of securing the person of a student, which may include a student with an IEP, and escorting that student from the school building or school-sponsored event or activity.
- F. “School Resource Officer” means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer’s regular responsibilities through the terms of a contract entered between the peace officer’s employer and the designated school district or charter school.
- GF.** “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).~~

H. 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 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, ~~or safety, or property~~ of the student, other students, staff members, visitors, ~~or any other persons 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, ~~or safety, or property~~ of the student, other students, staff members, visitors, ~~or any other persons 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 school resource officer or a peace officer.

B. Removal By School Resource 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, visitors, any other persons, ~~or school property~~, the school building's crisis team, building administrator, or the building administrator's designee, may request that the ~~police liaison~~ school resource 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, visitors, any other persons 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 may 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 the school district's policy, Protection and Privacy of Pupil Records.

The fact that a student has an IEP and is covered by special education law does not prevent a peace officer or school resource officer 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 from school grounds, including a student with an IEP, a school administrator, crisis team member, teacher, other member of the instructional, support, supervisory staff, or other agents of the school district, or school resource officer may use reasonable force upon the student or toward the student when it is necessary under the circumstances to restrain the student from self-injury or to prevent injury to another person.
2. In removing a student with an IEP from school grounds, ~~police liaison~~ school resource officers and school district personnel are prohibited from engaging in the following conduct:
 - a. Corporal punishment prohibited by Minnesota Statutes, section 121A.58;
 - b. Requiring the student to assume and maintain a specified physical position, activity, or posture that induces physical pain;
 - c. Totally or partially restricting the student's senses as punishment;
 - d. Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;
 - e. Denying or restricting the student's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the student's functioning, except temporarily when necessary to prevent injury to the student or others or serious damage to the equipment or device, in which case the equipment or

device must be returned to the student as soon as possible;

- f. Interacting with the student in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes, chapter 260E;
- g. Physical holding, as defined above and in Minnesota Statutes, section 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;
- h. Withholding regularly scheduled meals or water; and/or
- i. Denying the student access to bathroom 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 a reasonable effort to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

If a student with an IEP is repeatedly removed from school, the IEP team must meet to review and determine the appropriateness of the IEP in light of the removals.

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, ~~IPP~~, 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 Minnesota Statutes, section 125A.0942, subdivision 5, and otherwise comply with the requirements of section 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.67 (Removal by Police Officer)
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
Minn. Stat. § 609.06 (Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Act)
34 C.F.R. § 300.535 (Referral to and Action by Law Enforcement and Judicial Authorities)

Cross References: WBLASB Policy 506 (Student Discipline)

WBLASB Policy 507 (Corporal Punishment and Prone Restraint)

WBLASB Policy 507.5 (School Resource Officers)

WBLASB Policy 515 (Protection and Privacy of Student Records)

WBLASB Policy 525 (Violence Prevention)

WBLASB Policy 806 (Crisis Management Policy)

AGENDA ITEM: **Policy 608, Instructional Services - Special Education**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Lisa Ouren, Director of Student Support Services**

BACKGROUND:

School Board Policy 608, Instructional Services - Special Education, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes recommended to this policy are in sections III and IV, and the legal references.

The purpose of this policy is to set forth the position of the School Board on the need to provide special educational services to some students in the school district.

RECOMMENDED ACTION:

Review the policy and provide suggestions or feedback to the administration, with the policy placed on the October 14, 2024 or a subsequent School Board meeting agenda for action.

Adopted: September 8, 1997
Revised: November 8, 2010
Revised: July 12, 2021
Revised: June 12, 2023

White Bear Lake Area
School District #624 Policy 608

Revised: _____

608 INSTRUCTIONAL SERVICES - SPECIAL EDUCATION

I. PURPOSE

The purpose of this policy is to set forth the position of the School Board on the need to provide special educational services to some students in the school district.

II. GENERAL STATEMENT OF POLICY

The School Board recognizes that some students need special education, and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. CHILDREN FROM BIRTH THROUGH AGE SEVEN EXPERIENCING DEVELOPMENTAL DELAYS

A. "Child with a disability" means a child identified under federal and state special education law as deaf or hard-of-hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.

B. In addition to Paragraph A, every child under age three, and at local district discretion from age three to age seven, who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for children ages three through seven, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability.

- C. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children, is not a child with a disability.

IV. RESPONSIBILITIES

- A. The School Board accepts the responsibility to identify, evaluate, and provide special instruction and related services for children with disabilities who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The school district shall ensure that all children with disabilities are provided the special instruction and services which are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.
- D. For students with disabilities, the school district may conduct an assessment for developmental adapted physical education, as defined in Minnesota Rules, part 3525.1352, as a stand-alone evaluation without conducting a comprehensive evaluation of the student in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a.

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 125A.02 (Child with a Disability Defined)
Minn. Stat. § 125A.027 (Rulemaking)
Minn. Stat. § 125A.03 (Special Instruction for Children with a Disability)
Minn. Stat. § 125A.08 (Individualized Education Programs)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.29 (Responsibilities of County Boards and School Boards)
Minnesota Rules, part 3525.1352
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)

Cross References: WBLASB Policy 402 (Disability Nondiscrimination)
WBLASB Policy 508 (Extended School Year for Certain Students with Individual Education Plans)
WBLASB Policy 509 (Enrollment of Nonresident Students)

WBLASB Policy 521 (Student Disability Nondiscrimination)

AGENDA ITEM: **Policy 616, School District System Accountability**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning**

BACKGROUND:

School Board Policy 616, School District System Accountability, and is being recommended for a first reading. The changes recommended to this policy are in sections III, and IV, and the legal references.

The purpose of this policy is to focus public education on a process 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 federal law.

RECOMMENDED ACTION:

Review the policy and provide suggestions or feedback to the administration, with the policy placed on the October 14, 2024 or a subsequent School Board meeting agenda for action.

Adopted: October 13, 1997
Revised: May 26, 1998
Revised: June 11, 2001
Revised: May 9, 2005
Revised: April 11, 2011
Revised: March 14, 2016
Revised: January 13, 2020
Revised: March 14, 2022
Revised: September 11, 2023

*White Bear Lake Area
School District #624 Policy 616*

Revised: December 14, 2009
Revised: March 12, 2012
Revised: October 8, 2018
Revised: May 10, 2021
Revised: March 13, 2023
Revised: _____

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education on a process 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 federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district maintains a process to review and improve instruction, curriculum and assessment, which will include input by students, parents/guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

A. “Comprehensive achievement and civic readiness” means striving to: meet school readiness goals; 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; and prepare students to be lifelong learners.

B.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. “World’s Best Workforce” means striving to meet school readiness goals; 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.~~

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION; AND REPORTING

A. School District Goals

1. The School Board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the School Board. The School Board shall adopt annual goals based on the recommendations of the Systems Accountability Committee.
2. The Systems Accountability Committee created under Policy 603 (Curriculum Development) is established by the School Board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The district's improvement goals should address recommendations reviewed by the Systems Accountability Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum

Incorporated in the continuous improvement process will be analysis of the school district's progress toward implementation of the Minnesota K-12 Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes and principal evaluations under Minnesota Statutes, section 123B.147, and teacher evaluations under Minnesota Statutes, section 122A.40 or 122A.41. See Policy 616 Addendum A - Continuous Improvement Model for Teaching and Learning.

C. Implementation of Graduation Requirements

1. The Systems Accountability Committee shall also advise the School Board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the Systems Accountability Committee shall be published annually to the community. The School Board shall

receive public input and comment and shall adopt or update this policy at least annually.

2. The School Board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the School Board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Department of Teaching and Learning shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Department of Teaching and Learning may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the School Board to measure individual students' educational progress must be based, to the extent annual assessments are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable state- or district-wide assessments. The School Board will utilize models developed by the Commissioner of MDE for measuring individual student progress. The School Board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with the best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. Each year, the Systems Accountability Committee will meet to advise and assist the school district in the implementation of school district system accountability and comprehensive continuous improvement process.
2. The Systems Accountability Committee working in cooperation with other committees of the school district will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the School Board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and

- d. Advising the School Board about development of the annual budget.
- 3. The Systems Accountability Committee shall meet the following criteria:
 - a. The Systems Accountability Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The Systems Accountability Committee shall make recommendations to the School Board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Systems Accountability Committee in the instruction and curriculum review process. This plan shall annually be approved by the School Board.
- 4. Translation services should be provided to the extent appropriate and practicable.

E. Evaluation of Student Progress

The Department of Teaching and Learning shall develop a plan for assessment of student progress, the Graduation Standards, as well as program evaluation data for use by the Systems Accountability Committee to review curriculum, instruction, educational equity and student achievement at the school site. This plan shall be approved annually by the School Board.

F. Reporting

- 1. Consistent with Minnesota Statutes, section 120B.36, subdivision 1, the School Board shall publish a report and make it available on the school district website. The School Board shall hold an annual

public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum, instruction, and educational equity 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 comprehensive achievement and civic readiness ~~the world's best workforce~~. The School Board must transmit an electronic summary of its report to the Commissioner of MDE in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies about their connection to and level of satisfaction with the schools. The school district shall include the results of this evaluation in its published report and in its summary report to the Commissioner of MDE.

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 ~~e~~C Commissioner of ~~e~~E Education in the form and manner specified by the ~~e~~C Commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness ~~the World's Best Workforce~~)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)

Minn. Rules Parts 3501.06~~6040-3501.0655~~ (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.09~~6055~~ (Academic Standards for Science)

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

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

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

Cross References: WBLASB Policy 601 (School District Curriculum and Instruction Goals)

WBLASB Policy 613 (Graduation Requirements)

WBLASB Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plan, and LEP Students)

WBLASB Policy 618 (Assessment of Student Achievement)

WBLASB Policy 619 (Staff Development for Standards)

WBLASB Policy 620 (Credit for Learning)

AGENDA ITEM: **Policy 620, Credit for Learning**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent
for Teaching and Learning**

BACKGROUND:

School Board Policy 620, Credit for Learning, and is being recommended for a first reading. The changes recommended to this policy are in sections I, II, III, V, VI, VII, IX, X, and XI, and the legal references.

The purpose of this policy is to recognize student achievement that meets White Bear Lake Area School District required curriculum, standards, and graduation requirements.

RECOMMENDED ACTION:

Review the policy and provide suggestions or feedback to the administration, with the policy placed on the October 14, 2024 or a subsequent School Board meeting agenda for action.

Adopted: May 26, 1998
Revised: August 27, 2001
Withdrew: January 10, 2011
Adopted: June 10, 2017
Revised: September 11, 2023

White Bear Lake Area
School District #624 Policy 620
Revised: December 14, 2020
Revised: _____

620 CREDIT FOR LEARNING

I. PURPOSE

This policy recognizes student achievement that meets White Bear Lake Area School District's required curriculum, standards, and graduation requirements. The experiences include, but are not limited to, student achievement in other schools, alternative learning sites, Postsecondary Enrollment Options, concurrent enrollment programs, and out-of-school experiences, such as community organizations, work-based learning, and other educational activities and opportunities. This policy 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 school district will develop and provide processes and procedures by which students may meet a curriculum credit requirement, whether the district offers the credit within its curriculum, or the student accomplishes the work in another learning environment. The school district will provide a process for approving the transfer of credits or curriculum standards completed in another Minnesota school district, for recognition of work completed in other schools and postsecondary institutions, and for recognition of previous learning, community, and work experiences as demonstrated by the student through assessment. This is a process to allow students who, through other means, have mastered content and can move on to other areas of study.

III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under Minnesota Statutes, section 124D.095, 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. “Course” means a course or program.
- D. “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 an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- E. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- F. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CONTENT STANDARDS

- A. The school district will transfer high school credits achieved in earlier grades or in other schools, in credit-based programs that meet district curriculum and graduation requirements, to the student’s record upon admission or completion of the experience.
- B. When a student transfers into the school district from another Minnesota public school district, any credits completed in the sending school district, along with scores recorded by the sending district, shall be recorded as completed with a notation indicating the identity of the school district from which the records are transferred.
- C. Students shall be advised of opportunities available to complete further requirements and electives.
- D. The school district will determine a transferring student’s grade level placement, as well as the letter grade assigned for completed courses, and credits granted toward diploma requirements in accordance with district procedures.

V. RECOGNITION OF COMPLETED WORK

- A. The school district will equate high school or postsecondary-level credits completed by students in other schools into equivalent course credits.
- B. The district may formally evaluate other learning experiences to declare that a transfer student meets or exceeds a specific academic standard requirement or course credit.
- C. Students must receive prior approval from the district for any courses to be completed outside the district for credits towards graduation.

- D. The district will determine the awarding of the course credit and the letter grade assigned to that credit. The district does not cover **the** expenses of related courses identified in this section.

VI. CREDIT BY ASSESSMENT

- A. The school district will provide students in grades 9-12 with the opportunity to receive course credit by assessment, provided such experiences meet current Minnesota academic standards.
- B. The Superintendent or designee shall establish a procedure by which student achievement and competence in content standards will be assessed.
- 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.

VII. POSTSECONDARY AND CONCURRENT ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09, that has been approved as meeting the necessary requirements is not required to complete other requirements of the 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 must be counted toward the graduation requirements 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. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following school year's academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.
- E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

VIII. 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.

IX. 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.

X. WEIGHTED GRADES

- A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:
 - 1. A grade awarded in an Advanced Placement course will be multiplied by a factor of 1.25.
 - 2. A grade awarded in a ~~College-In-the-Schools~~ concurrent enrollment course will be multiplied by a factor of 1.25.
 - 3. A grade awarded in a Project Lead the Way course will be multiplied by a factor of 1.25.
 - 4. A grade awarded in a Post Secondary Enrollment Options (PSEO) course will be multiplied by a factor of 1.25.

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

XI. 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 **the** 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, 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 **the** requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement **Goals**; Striving for **Comprehensive Achievement and Civic Readiness** ~~the World's Best Workforce~~)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)

Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References: WBLASB Policy 601 (School District Curriculum and Instruction Goals)
WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 614 (School District Testing Plan and Procedure)
WBLASB Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plan, and LEP Students)
WBLASB Policy 616 (School District System Accountability)
WBLASB Policy 618 (Assessment of Student Achievement)
WBLASB Policy 624 (Online Instruction)

AGENDA ITEM: **Policy 806, Crisis Management Policy**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for
Finance and Operations**

BACKGROUND:

School Board Policy 806, Crisis Management Policy, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes recommended to this policy are in sections II, III, IV, V, and VI, and the legal and cross references.

The purpose of this policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members as to how to address a wide range of potential crisis situations in the school district.

RECOMMENDED ACTION:

Review the policy and provide suggestions or feedback to the administration, with the policy placed on the October 14, 2024 or a subsequent School Board meeting agenda for action.

Adopted: May 12, 2008
Revised: April 9, 2018
Revised: July 13, 2020
Revised: March 1, 2021
Revised: December 12, 2022

*White Bear Lake Area
School District #624 Policy 806*
Revised: December 13, 2021
Revised: _____

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members as to how to address a wide range of potential crisis situations in the school district. 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 in the school district. Pursuant to this policy, tailored crisis management plans will be developed 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 the district's crisis management plan, heretofore referred to as the "Emergency Response Plan," 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 and Emergency Response Plan has been created in consultation with local community response agencies and other appropriate individuals and groups likely to be involved in assisting with a school emergency. It is designed so that each building administrator can tailor a crisis management plan to meet that building's specific situation and needs.

The school district administration shall present the district's Emergency Response Plan to the School Board for review and approval. This district Emergency Response Plan and resultant building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the School Board, the Emergency Response Plan and the Crisis Management Policy~~y~~ will be maintained on an annual basis.

B. Elements of the District Crisis Management Plan

1. General Crisis Procedures. The district's Emergency Response Plan includes general crisis procedures for securing the building, classroom evacuation, building evacuation, campus evacuation, and sheltering. It 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 the building-specific crisis management plans. A communication system will be in place to enable the designated individual(s) to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual(s), the provision of designee(s) when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Finally, all crisis procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.
 - a. Lockdown Procedures. Lockdown procedures will be used when there is a threat or hazard inside the school building. This could include a shooting, hostage incident, intruder, trespassing, disturbance, or at the discretion of the building administrator or designee. Lockdown uses classroom security to protect students and staff from a threat. Each building administrator will submit Lockdown procedures for their building as part of their building specific crisis management plan.
 - b. Secure Procedures. A Secure is used when there is a threat or hazard outside of the school building. This could include violence or criminal activity in the immediate neighborhood, police activity, or a dangerous animal near the building. Secure uses the security of the physical facility to act as protection. Each building administrator will submit Secure procedures for their building as part of their building specific crisis management plan.
 - c. Evacuation Procedures. Evacuation is used when there is a need to move students and staff from one location to another. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or 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. Building plans should include specific evacuation procedures for individuals with special needs, including those 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.

- d. **Sheltering Procedures.** Shelter is called when the need for personal protection is necessary. 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 depending on the specific emergency. Each building administrator will submit sheltering procedures as part of their building specific crisis management plan.
 - e. **Hold Procedures.** Hold-in-place provides a response when there is a need to control/limit traffic in the hallways to allow staff or first responders to manage a situation within the school building. Situations such as a medical emergency, escalated student in crisis, or at the discretion of the building administrator or designee. Each building administrator will submit Hold-in-Place procedures as part of their building specific crisis management plan.
- 2. **Crisis-Specific Procedures.** The Emergency Response Plan includes crisis-specific procedures for potential 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 Building Emergency Response Team (BERT) trained to respond in an emergency. Team members will have access to ongoing training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For the 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 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 and update it

annually. A copy of the list will be kept on file in the school district office.

- b. **Leaders.** The building administrator or designee serves as the leader (Incident Commander) of the crisis response team and the principal contact for emergency response officials. When they are present, emergency response agents may elect to take command and control of the situation. It is critical in this situation that school officials assume a resource role and are available to the emergency response personnel.

III. PREPARATION BEFORE AN EMERGENCY

C. 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 Crisis Management Policy and Emergency Response Plan as well as their own building's crisis management plan. Employees will have access to 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 participate in a required number of drills and practice sessions throughout the school year.

D. 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. (Depending on the wind direction, where the building on fire is located, the direction from which the emergency responders are arriving, and the location of fire-fighting equipment, the distance may need to be extended.)
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 area both inside and outside of the building.

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 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 in the building administrator's office.
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 ~~a his or her~~ designee to meet local fire or law enforcement agents upon their arrival.

E. 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 the 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 available in the office of the building administrator and in appropriate areas and will be kept 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.

F. 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 and will be updated annually.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, or any other prescribed means, as well as the procedure to enable 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 external 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.

G. 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 district 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 the specific crisis or emergency involved. The building administrator shall be responsible for informing 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.

H. Early School Closure Procedures

The superintendent will make decisions about closing a school or any school district building as early in the day as possible. The early school closure procedures will set forth criteria for early school closure (e.g., weather related, utility failure, or a crisis situation), and will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, parent notification systems, district or school websites), and will discuss the factors to be considered in closing or 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.

I. 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 compliance with federal and state law relative to the release of private data when conveying information to the media.

J. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. 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 behavioral health crisis intervention procedures shall include the following steps.

1. Administrators 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 class friends of any victim 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 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.

IV. CRISIS AREAS COVERED BY THE DISTRICT EMERGENCY RESPONSE PLAN

The district Emergency Response Plan provides procedures including but not limited to:

- K. Abduction or Kidnapping
- L. Assault
- M. Bomb Threat
- N. Burglary/Vandalism
- O. Civil Disturbance/Demonstration
- P. Community Emergency/Warning
- Q. Dangerous Weapons
- R. Death of a Student/Staff Member
- S. Fire Emergency
- T. Hazardous Materials
- U. Hostage Situation
- V. Intruder

- W. Medical Emergency
- X. Shooting
- Y. Suicide of Student/Staff Member
- Z. Terrorist Threat
- AA. Utility Emergency
- BB. Vehicle/Bus Accident
- CC. Weather Emergency

Building-specific crisis management plans will include such procedures and any other appropriate procedures.

VI. MISCELLANEOUS PROCEDURES

DD. 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.

EE. Visitors

The school district shall implement procedures that regulate visitors and mandate visitor sign-in in school buildings. See District 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 **ensure** ~~assure~~ that all doors are locked during regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall allow student victims of criminal offenses on school property the opportunity to transfer to another school within the school district where available.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
 Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
 Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
 Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
 Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
 Minn. Stat. § 326B.02, Subd. 6 (Powers)

Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Part 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: WBLASB Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)
WBLASB Policy 413 (Harassment and Violence)
WBLASB Policy 501 (School Weapons Policy)
WBLASB Policy 506 (Student Discipline)
WBLASB Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students from School Grounds)
WBLASB Policy 903 (Visitors to School District Buildings and Sites)
Comprehensive School Safety Guide
[Minnesota School Safety Center - Resources \(mn.gov\)](https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/Comprehensive%20School%20Safety%20Guide.pdf)
<https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/Comprehensive%20School%20Safety%20Guide.pdf>

E. OPERATIONAL ITEMS

AGENDA ITEM: **Action on Tentative Agreement – 2023-25
Fiscal Year Extended Day Staff**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Matthew Mons, Executive Director of Human
Resources and General Counsel**

BACKGROUND:

The District has reached a tentative agreement with the Extended Day Staff for the 2023-2025 contract period. The Union voted to ratify the agreement in August, 2024.

Matthew Mons will be available to answer questions.

RECOMMENDED ACTION:

Approve the proposed 2023-2025 Extended Day Staff tentative agreement by passing the following resolution.

RESOLUTION:

WHEREAS, the Extended Day Staff have voted in support of the tentative agreement;

THEN BE IT HEREBY RESOLVED that the School Board of Independent School District 624 approves the 2023-2025 contract and authorizes the Chair and Clerk to execute the agreement on behalf of the School Board.

AGENDA ITEM: **Policy 102, Equal Educational Opportunity**
MEETING DATE: **September 9, 2024**
SUGGESTED DISPOSITION: **Operational Item**
CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**

BACKGROUND:

School Board Policy 102, Equal Educational Opportunity, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in section II.

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

RECOMMENDED ACTION:

Approve School Board Policy 102, Equal Educational Opportunity, as recommended by the School Board Policy Committee and Cabinet.

Adopted: November 13, 1995
Revised: December 10, 2001
Revised: April 11, 2016
Revised: July 11, 2016
Revised: April 13, 2020
Revised: September 11, 2023

White Bear Lake Area
School District #624 Policy 102

Revised: October 8, 2018
Revised: March 13, 2023
Revised: _____

102 EQUAL EDUCATIONAL OPPORTUNITY

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 **one or more of the following:** race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, gender identity and expression, or age. The school district also makes reasonable accommodations for students with disabilities.
- B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute **a** 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 (Policy 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 **the** 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 **the** 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, and other rights or privileges of enrollment.
- G. Every school district employee shall be responsible for complying with this policy.
- H. Any student, parent, or guardian having any questions regarding this policy should discuss it with the District Human Rights Officer or the Superintendent.

Legal References: Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: WBLASB Policy 413 (Harassment and Violence)
WBLASB Policy 521 (Student Disability Nondiscrimination)
WBLASB Policy 522 (Title IX Student Sex Nondiscrimination Policy, Grievance Procedure and Process)

AGENDA ITEM: **Policy 709, Student Transportation Safety**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for
Finance and Operations**

BACKGROUND:

School Board Policy 709, Student Transportation Safety, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections II, V, VI, and VII.

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.

RECOMMENDED ACTION:

Approve School Board Policy 709, Student Transportation Safety, as recommended by the School Board Policy Committee and Cabinet.

Adopted: December 9, 1996
Revised: September 9, 2013
Revised: May 8, 2017
Revised: June 10, 2019
Revised: September 11, 2023

*White Bear Lake Area
School District #624 Policy 709*

Revised: June 12, 2023
Revised: _____

709 STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

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

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The first week of school is designated as school bus safety week. The National School Bus Safety week is the third week in October.

B. Student School Bus Safety Training

The school district shall provide students enrolled in grades kindergarten through tenth with age appropriate school bus safety training. The training shall be results oriented and shall consist of both classroom instruction and practical training using a school bus. Upon completing the training, a student shall be able to demonstrate knowledge and understanding of the following:

1. the concept that transportation by school bus is a privilege, not a right;
2. district policies for student conduct and school bus safety;
3. appropriate conduct while on the bus;
4. the danger zones surrounding a school bus;
5. procedures for safely boarding and leaving a school bus;
6. procedures for safe vehicle lane crossing; and
7. school bus evacuation and other emergency procedures.

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, ~~and~~
 - (3) electric-assisted bicycle safety, including that a person under the age of 15 is not allowed to operate an electric-assisted bicycle.

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. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the building administrator. In addition, all school bus/bus stop misconduct will be reported to the district's Transportation Coordinator. Serious misconduct will be reported to the Department of Public Safety and, if appropriate, 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. The school district's discipline procedures will be followed when a rule or rules are broken. In most situations consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to school district administration and document accordingly. All rules, responsibilities, and behavior standards are in addition to those listed in the White Bear Lake Area School District Code of Student Conduct.

2. Consequences of rule violation(s)

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's eligibility to ride the bus in connection with co-curricular and extra-curricular events are at the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

Discipline will generally be progressive, as indicated below, but the school district reserves the right to vary from this sequence.

1st report: Warning with a copy of report sent home to parent/guardian.

2nd report: Student will be placed on probation and the parent/guardian will be notified that further behavior infractions will result in loss of ridership privileges.

3rd report: Student will be suspended from the bus for 3 days or longer.

4th report: Student will be suspended from the bus for 5 days or longer.

5th report: Student will be suspended from the bus for 10 days or loss of privileges for the remainder of the school year.

6th report: Meeting with parent/guardian. Possible loss of bus ridership privileges for the remainder of the school year.

b. Other Discipline

Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

c. 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 serious misconduct will be provided to the Department of Public Safety by the Transportation Safety Director in accordance with state and federal law.

d. 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.

e. Notice

A copy of school bus rules and the responsibilities, behavior standards, and consequences for bus riders will be made available to students upon completion of school bus safety training. The rules will also be posted on each bus and on the District webpage.

e. Criminal Conduct

In cases involving criminal conduct (e.g. assault, possession or use of weapons, possession/distribution of a controlled substance, vandalism), the Superintendent, local law enforcement officials and the Department of Public Safety will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent/Guardian Responsibilities for Transportation Safety:

1. Provide the school office with proper student information including the home address, home telephone number, and telephone number at which the parent/guardian may be reached in the event of an emergency.
2. Provide the school office and the transportation office with accurate information regarding student name, address, phone number, emergency information and day care information. Immediately notify the school office of any changes.
3. Instruct children to be at the school bus stop at least five minutes and, in inclement weather, not more than ten minutes before the scheduled pick-up time.
4. Remain alert to impending weather patterns and have children properly clothed for the current weather conditions.
5. Discuss in advance with the child how long the child should wait at pick-up locations during conditions of extreme cold or extreme wind-chill conditions.
6. Know the school name and the route number of the bus. Students in K-2 should have a "bus pass" fastened to their book bag or backpack.
7. Provide the child with a book bag or backpack for books and loose papers, pencils, etc.

B. Parent and Guardian Notification:

A copy of the school district school bus and bus stop rules will be provided to each family at the beginning of the school year or at the time of enrollment if enrollment occurs during the school year. Parents/guardians are asked to review the rules with their students.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

All school bus drivers shall be adequately prepared, both physically and mentally, each day to perform required duties. These duties shall include:

- A. Operating the vehicle in a safe and efficient manner
 - 1. Safety. The primary concern of each driver is safety. Drivers will exercise extreme caution during the loading and unloading process as well as when driving.
 - 2. Defensive Driving. All drivers are to drive defensively at all times. A definition of defensive driving is: driving in a manner to avoid accident involvement despite adverse conditions created by roads, weather, traffic, or errors of other drivers or pedestrians.
 - 3. Driving Adjustments. Winter and wet weather conditions require adjusting speed and normal driving practices to compensate for road conditions.
 - 4. Emergency Doors. Emergency doors must be free and operable. Under no circumstances may the doors be obstructed to prevent easy access.
 - 5. Service Door. The service door of the bus must be closed at all times while the bus is in motion.
 - 6. Overloads. The registration card in all vehicles designates the maximum number of passengers allowed. This limit cannot be exceeded. A driver is required to call the dispatch office for instructions should a vehicle become overloaded.
 - 7. Railroad Crossings. All school buses ~~vehicles~~ must stop at railroad crossings, using required procedures, whether they are loaded or empty. Drivers shall not activate the eight-way lights; four-way hazard lights are to be used before stopping and when crossing the tracks.
 - 8. Speeding and Other Moving Violations. No district vehicle will travel faster than road, traffic and weather conditions safely permit, regardless of the posted speed limit. Any driver convicted of a moving violation with a school bus will face disciplinary action. Other reports or warnings regarding speeding will result in suspension and/or termination.
 - 9. Smoking Prohibited. Smoking or vaping by either the driver or the passengers is prohibited on any school bus, Type III vehicle, or on school property.
- B. Conducting thorough pre-trip and post-trip inspections of the vehicle and special equipment

1. Bus Inspection. Drivers are required to make a pre-trip inspection of the bus before each trip. Failure to do so is a violation of State law. Defects are to be reported in writing. Drivers are required to check their buses for students, vandalism and articles left on the bus after each route segment.
 2. Safety Equipment. All drivers are responsible for ensuring that the necessary safety equipment is aboard the bus, including fire extinguisher, first aid kit, bodily fluids clean-up kit, flashlight, reflectorized emergency warning device, ~~and~~ any additional items required by the district, and meet current annual inspection status requirements.
 3. Bus Cleaning. Drivers are required to keep the interior of their buses swept and free of trash at all times.
 4. Fueling. The driver is responsible for ensuring that his or her assigned vehicle is adequately fueled before leaving the yard. Smoking is prohibited in the fueling area. The engine shall be turned off while fueling. It is against the law to fuel with passengers aboard.
- C. Ensuring the safety, welfare and orderly conduct of passengers while on the bus
1. Drivers of vehicles for disabled students will have access to all student health information in hard copy or immediately accessible through a two-way communication system or by phone at all times a disabled student is on the bus.
 2. See Section II - Plan for Student Transportation Safety Training.
- D. Communicating effectively with school staff, students, parents/guardians, law enforcement officials and the motoring public
1. Relations with Students. Bus drivers will treat students with respect and will refrain from any conduct which is intended or could be perceived as demeaning, intimidating or harassing.
 2. Relations with School Officials. School officials can and will be of considerable assistance to drivers. They are trained in the education of students and it is in a driver's best interest to work together with school officials to ensure that proper student behavior is maintained on the bus. Therefore, it is very important that drivers have good relationships with the school officials and give them full cooperation.

3. Relations with the Public. To the general public, the driver represents the school district. Buses are among the most visible vehicles on the road. Drivers must deal with students, parents/guardians, pedestrians and other motorists in a polite, professional and considerate manner.
4. Student Discipline. Although drivers are responsible for maintaining order on the bus, drivers must always remember that the types of actions they may use are governed by school district policy. Drivers must never, under any circumstances, use corporal punishment. Drivers have no authority to deny a child the privilege of riding the bus, or drop the student at any location other than the designated stop. Denial of bus-riding privileges can come only from the school authorities.
5. Route Changes. Drivers may not make changes in the pick-up or drop-off schedule for his or her route without prior authorization. Bus stops may not be added, deleted or moved without approval. Drivers may not deviate from the established route without prior permission except as required by an emergency or temporary road conditions.
6. Route Problems. All problems encountered by a driver on the routes or trips should be brought to the attention of the Dispatch Specialist or the Transportation Supervisor as soon as possible.
7. Unauthorized Passengers. Only authorized passengers may be transported in a bus. Any other passenger must be specifically approved by the Transportation Supervisor.
8. Notices. It is the responsibility of the driver to check for notices each day and to check with his or her supervisor regularly.

E. Completing required reports

It is the responsibility of the driver to completely fill out and turn in all reports, discipline referrals, time cards, and mechanical defect slips as required. This includes all requirements pertaining to pre-trip inspections and stop-arm violation reports.

F. Completing required training programs successfully

The training program is outlined in the "Safe School Bus Driver Curriculum" and is available in the Transportation Department.

G. Providing maximum safety for passengers during loading and unloading

1. Standees Prohibited. Standees are not allowed on a moving school bus. Drivers must not move a bus from a stopped position until all

passengers are seated. Students are to remain seated until the bus has stopped.

2. Dangerous Articles. No weapons or articles that may be classified as dangerous may be transported on a school bus. This includes any and all weapons, gasoline cans, animals, and other dangerous or objectionable items. Possession of weapons on school property or the bus will not be tolerated. Companion dogs are allowed.
3. Bus drivers must wear a driver's seat belt whenever the bus is in motion. Additional driver duties and responsibilities may be found in the driver handbook. All bus driver dismissals will be reported to the Department of Public Safety pursuant to Department of Public Safety directions.

VI. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. All routes shall be on file with the school district's transportation office. 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 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. Drivers are to enforce the provisions of the school bus and bus stop rules as appropriate. Students may be released from the bus at only two points, the designated bus stop or at school, except in case of an emergency or as otherwise authorized.
4. 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 other eligibility requirements.
5. Students who misbehave may be returned to the school immediately and reported to the building principal or designee.
6. Safety evacuation drills for the student passengers shall be conducted in compliance with state law.

7. There shall be no students in the bus while the fuel tank is being filled.
8. Upon leaving the vehicle when students are in the bus, the driver shall stop the bus, remove the ignition key, set the brakes and otherwise render the bus immobile.
9. Buses shall not be run backwards on the school grounds or any other point if it can be avoided. If it is necessary to run a bus backwards on school grounds, the driver shall have another responsible person act as a guard flagman in back of the bus to keep other persons out of the path and to issue warnings to the driver of approaching traffic.
10. When arriving or leaving the school grounds, the driver must not follow closer than 50 feet from the vehicle directly in front of the bus or closer than 500 feet when traveling on the highway.
11. No school bus shall pull any trailer when students are being transported on regular routes to or from school.
12. In case of an accident or breakdown of the bus, the driver shall contact the dispatcher using the two-way radio or mobile phone.
13. The district may adopt such additional operating rules as are deemed necessary to meet local conditions and needs, provided they do not conflict with state laws and regulations.

B. Use of Signals, Loading or Unloading

The driver shall follow the following procedures:

1. Activate the flashing 8-light system of the bus at least 300 feet before stopping to load or unload students when outside an incorporated municipality, and 100 feet when operating within an incorporated municipality, and shall not extinguish such lights until loading or unloading is completed and persons who must cross the roadway or highway are safely across.
2. Bring the vehicle to a complete stop in the right hand lane of the roadway parallel to the center line.
3. Prior to discharging students, open the door, activate the red flashing lights, and extend the stop arm. Discharge students only after all traffic (front and rear) has come to a complete stop.
4. Keep the door open and eight-light system operating until all students have been loaded or unloaded safely.

5. Avoid loading or unloading students where the view is obstructed to other motorists for 200 feet in either direction.
6. Do not allow students to stand or get on or off the bus while it is in motion.
7. Bring the bus to a full stop and into neutral or park position before loading or unloading students.
8. The driver shall visually ascertain that students getting off the bus are out of the school bus danger zones and at safe distance before moving the vehicle.
9. Buses shall load and unload students only at designated locations.

C. Crossing Highways and Streets

1. Students shall pass approximately 10 feet in front of the school bus so as to be seen by the driver and cross the road only upon receiving a hand signal from the driver; or
2. Students shall pass approximately 10 feet in front of the school bus so as to be seen by the driver while being conducted across the road by the school bus patrol; or
3. The driver shall personally conduct the students across the road after following required procedures for disabling the bus.

D. Type III Vehicles

1. Any vehicle designed to carry more than 10 passengers must meet all legal requirements for a school bus. Any Type III vehicle used to transport students must carry all emergency equipment including: fire extinguisher, first aid kit, bodily fluids clean-up kit, flashlight, ~~reflectorized emergency warning device~~, and any additional items required by the school district and meet current annual inspection status requirements. If school district owned, the school district name and/or logo will be clearly marked on the side of the vehicle. All school-owned Type III vehicles will be properly licensed, insured, inspected, and maintained.
2. Students will not be regularly transported in private vehicles. 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. The school district has no system of inspection for private vehicles.
3. 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.

Any driver scheduled to drive a type III vehicle that does not possess a school bus driver's license must pass the school van driver's test and provide a copy of their driver's license before driving the van.

VII. SCHOOL BUS DRIVER TRAINING

A. Training

All new bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction before transporting students and shall meet the competencies specified by the Department of Public Safety. All school bus drivers shall receive in-service training annually in compliance with state law. The following driver training standards represent the minimum areas of training which each driver must receive prior to entering service to the school district. The school district shall forward to the Commissioner of Public Safety the certification of in-service training, including the number of hours and competency certification for each driver.

1. Pre-Trip Inspection

Both new and experienced drivers must be familiar with the elements of the mandatory pre-trip inspection required under Minnesota law including:

- a. The engine compartment - belts, valves, fluid leaks
- b. Engine start, warning lights, gauges, horn
- c. Fuel level
- d. Brakes - pedal reserve and air/vacuum gauges
- e. Interior - seats, floor, lights
- f. Electrical charging system
- g. Emergency door
 - (1) smooth latch operation
 - (2) alarm buzzer
- h. Entrance door operation
- i. Lift door operation and alarm
- j. Lift equipment for wheelchairs
- k. Wheels, service brakes, emergency brake
- l. Exterior Lights - headlights, brake lights, market lights, turn signals
- m. Exhaust system
- n. Windows, windshield, and inspection sticker
- o. Eight-light system and stop arm

- p. Emergency equipment — first aid kit, bodily fluids clean-up kit, flashlight, reflectors, two-way radio

2. Fundamentals and Techniques of School Bus Driving

The driver training program must include:

- a. Relevant laws
- b. Rules of the road and school district safety policies
- c. Defensive driving
- d. Driving in inclement weather conditions
 - (1) reduced visibility - rain, snow, fog
 - (2) wet roads
 - (3) icy roads
- e. Dealing with pedestrians and students in traffic
- f. Operation of the manual or automatic transmission
- g. The use of the drivetrain for stopping the school bus
- h. Situations where the hand brake will and will not stop a moving bus
- i. Steering and turning techniques
- j. Right and left turn maneuvers
- k. Gauging the speed of other vehicles on cross streets
- l. Use of mirrors
- m. Merging into traffic
- n. Visual perceptions
- o. Safe following distances
- p. Safe passing procedures
- q. Safe backing procedures
- r. Use of the eight-light system and school district policy regarding its use
- s. Loading and unloading procedures
- t. Knowledge of the danger zone concept
- u. Policies and procedures for grade level railroad crossings
- v. Emergency use of the public address system
- w. Response to an approaching emergency vehicle while unloading
- x. Procedure for leaving the bus unattended at school sites

3. Special Education Transportation

Special education transportation requires skills and abilities that exceed those required to provide normal school bus service. Drivers will be familiar with:

- a. What to do in a medical emergency
- b. Handling of wheelchairs
- c. Operating lift equipment
- d. Properly use of wheelchair securement devices

- e. School district policies on the use of seat belts on designated students
- f. Individual student needs
- g. Responsibilities of the bus driver and the bus aide
- h. School district policy in situations where a responsible person is not available to receive a student

4. Emergency Procedures

Drivers must be prepared to deal with emergency situations while operating on routes and field trips. Included in these emergency situations are mechanical breakdowns, fire, accident, or passenger injury. Drivers are to receive training in:

- a. Identifying the degree of an emergency before beginning an evacuation
- b. Identifying a safe evacuation unloading area
- c. Preplanning emergency evacuations for both conventional and lift busses
 - (1) front, rear, and both door evacuations
 - (2) evacuation of special education students
 - (3) evacuation of physically disabled students and students using wheelchairs
 - (4) placement of students in a safe location
- d. Cooperation in emergency evacuation drills
- e. Mechanical breakdowns
 - (1) stop bus in safe location
 - (2) keep passengers in bus if safe to do so
 - (3) take steps to warn motorists
 - (4) radio or call for assistance
- f. How to secure the school bus and place emergency triangles
- g. Use of the two-way communication system in an emergency
- h. When it is appropriate to evacuate the school bus
- i. How to supervise an emergency evacuation
- j. Emergency evacuation of the disabled
- k. Special considerations when evacuating a lift bus
- l. Lifting techniques for handling disabled students in an emergency situation
- m. Priorities when dealing with injured passengers
- n. How to use the school bus first aid kit
- o. Use and operation of the fire extinguisher
- p. Dealing with other motorists and the police
- q. Use of emergency reflectors and hazard lights
- r. Control of exposure to blood borne pathogens
- s. Use of body fluid clean-up kits
- t. School district policy on medical emergencies
- u. Recognition and handling of epileptic seizures
- v. How to respond if a passenger has a weapon on the bus

5. First Aid

All drivers must be trained in **basic** first aid, including the Heimlich maneuver, procedures for dealing with obstructed airways, shock, bleeding, and seizures.

6. Private or Confidential Student Information

All drivers should know the types of student data that are considered private or confidential under Minnesota Statutes.

7. Student Discipline

All drivers are expected to know district policies/procedures on:

- a. Creating a positive attitude on the school bus
- b. Oral and visual communications skills between the driver and the passenger
- c. Dealing confidently with a disruptive student
- d. District discipline policy
- e. Developing and enforcing appropriate student behavior
- f. Incident report forms
- g. District policy on possession of weapons by a student
- h. District policy on sexual, racial and religious harassment/violence
- i. District policy on smoking

8. Human Relations

All drivers are expected to know district policies/procedures on:

- a. Appropriate driver behavior
- b. Sensitivity to a diverse student population
- c. Sensitivity to individual student needs
- d. Relations with parents and school staff
- e. Working with a special education bus aide

9. Chemical Abuse

All drivers are expected to know district policies/procedures on:

- a. How alcohol and/or drugs can affect driving skills
- b. Drug-testing programs
- c. State and federal requirements

B. Evaluation

All drivers will be evaluated for the following competencies at least once annually:

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 handle incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road and local school bus safety policies;
5. Handling emergency situations;
6. Safely load and unload students, and;
7. Demonstrate **knowledge of basic** ~~proficiency in~~ first aid and CPR procedures.

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.

VIII. EMERGENCY PROCEDURES

A. Fire

In the event of a fire, the first priority is to evacuate the bus. Drivers will make certain passengers are safe before attempting to put out the fire.

B. Injuries/Medical Emergencies

1. Drivers will be familiar with first aid and CPR procedures.
2. If possible, school bus drivers or their supervisors shall call “911” or the local emergency phone number in the event of a serious emergency followed by contacting the dispatcher. Drivers should administer proper first aid in accordance with their training and level of ability. In the event an injured passenger is taken to the hospital, the driver is to record the student’s name and the name of the hospital where the student is sent.

C. Tornado

If there is likelihood that a tornado will hit a vehicle, and there is no escape route available or no time to drive to a safe location, the driver

should evacuate the bus, taking the first aid kit. The driver will take the students to the basement of a nearby building or to the nearest depression or ditch upwind (toward the storm) of the bus far enough away from the bus so that the bus will not roll over on them and instruct them to cover their heads with their arms. If the students are wearing coats or jackets, these can be used to provide additional protection for their heads and bodies. Drivers should take only the first aid kit from the bus.

If drivers are on the road when they hear a tornado warning or spot a funnel, and there is no time to evacuate the students after stopping the bus, drivers should have the students assume the protective position, remaining in their seats, with their heads below window level.

D. Evacuation

Drivers should evacuate buses only when there is a danger of fire, collision or other potential hazard. Drivers should inform passengers that there is an emergency, and in very calm and precise terms, tell them exactly what they are to do. When safely possible, drivers will keep all evacuees a minimum of 100 feet from the bus. They should be loaded back onto the bus only when the driver has determined it is safe to do so.

E. Accident

In case of an accident, the driver should immediately assess students for injuries and begin any emergency first aid procedures if necessary. The driver must also notify the school district and law enforcement of any school bus accidents immediately.

Upon providing emergency care and notifying the district, the driver shall:

1. In cooperation with police officers and/or ambulance service, assist with the care of students.
2. See that all injured students receive proper care.
3. Determine facts pertaining to the accident.
4. Call transportation/district staff to give a list of names and circumstances so they can begin calling parents/guardians.
5. Discuss the accident only with police and school district officials.
6. Record all students' names.

7. Not leave the scene of an accident until released by law enforcement.

Before leaving for the day, the driver shall fill out an accident report. All bus accidents resulting in death, personal injury, or apparent property damage of more than \$1,000 will be reported to the Department of Public Safety. A school bus involved in such an accident may not transport pupils until it has been inspected by or has received a waiver from the State Patrol.

F. Cold Weather Stop

If a driver is stuck or stalled in cold weather, the driver should call for assistance and wait for help. The driver should avoid relying on the engine to provide heat for the driver and passengers as long as possible. If it is necessary to run the engine to provide heat, the driver will make sure the exhaust pipe is clear of snow, open windows for ventilation, and check passengers frequently for headaches or drowsiness.

G. Dangerous Weapons

If a driver observes or learns that a passenger may have a dangerous weapon on the bus, they should remain calm and call for assistance. The driver should give the location of the bus to the dispatcher, continue the route and wait for assistance. The driver should not inform the passenger suspected of having the weapon that they know of the weapon.

H. Lights

In an emergency stop, the driver should turn on the four-way hazard warning lights, and running or clearance lights.

I. Getting Assistance

The driver should use the two-way radio communications system to get assistance. Drivers should report the location and number of the bus, the nature of the problem, and the status of the passengers. If the driver cannot contact the dispatcher by radio or mobile phone they should ask a passerby or other motorist to attempt contact with the dispatcher. The driver should write out the number and location of the school bus, the nature of the emergency, and the status of the passengers.

IX. 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. A copy of this program shall be available in the Transportation Office.

- 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 documented electronically or 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 COORDINATOR

The school transportation coordinator 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 coordinator will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation coordinator shall certify annually to the School Board that each school bus driver meets the school bus driver training competencies required by Minnesota Statutes, section 171.321, subdivision 4. The transportation coordinator 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 coordinator 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 with the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation coordinator.

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 123B.935 (Active Transportation Safety Training)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)

Minn. Stat. Ch. 169 (Traffic Regulations)
 Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
 Minn. Stat. § 169.02 (Scope)
 Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
 Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)
 Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
 Minn. Stat. § 169.454 (Type III Vehicle Standards)
 Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
 Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
 Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
 Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
 Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
 Minn. Stat. § 171.168 (Notice of Violation by a Commercial Driver)
 Minn. Stat. § 171.169 (Notice of Commercial License Suspension)
 Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)
 Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
 Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
 Minn. Stat. Ch. 245C (Human Services Background Studies)
 Minn. Stat. § 609.02 (Definitions)
 Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
 49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
 49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
 49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
 49 C.F.R. § 383.5 (Transportation Definitions)
 49 C.F.R. § 383.51 (Disqualification of Drivers)
 49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

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

AGENDA ITEM: **Policy 204, School Board Meeting Minutes**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**

BACKGROUND:

School Board Policy 204, School Board Meeting Minutes, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections III, and IV the legal references.

The purpose of this policy is to establish procedures relating to the maintenance of records of the School Board and the publication of its official proceedings.

RECOMMENDED ACTION:

Approve School Board Policy 204, School Board Meeting Minutes, as recommended by the School Board Policy Committee and Cabinet.

Adopted: November 13, 1995
Revised: May 9, 2005
Revised: March 9, 2009
Revised: February 13, 2017
Revised: July 10, 2023

*White Bear Lake Area
School District #624 Policy 204*

Revised: July 13, 2020
Revised: _____

204 SCHOOL BOARD MEETING MINUTES

I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the School Board and the publication of its official proceedings.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

III. MAINTENANCE OF MINUTES AND RECORDS

- A. The School Board Clerk shall keep and maintain permanent records of the School Board, including records of the minutes of School Board meetings and other required records of the School Board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded in a minute book kept for that purpose. Public records maintained by the school district shall be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared, and posted on the school district website. Minutes of a School Board meeting shall be approved or modified by the School Board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.
- B. Recordings of Closed Meetings
 - 1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the expense of the school district. Recordings of closed meetings shall be made separately from the recordings of an open meeting, to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.

2. Recordings of closed meetings shall be preserved by the school district for the following time periods:
 - a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.
 - b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.
 - c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.
 - d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.
 - e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.
3. Recordings of closed meetings shall be classified by the school district as protected nonpublic data that is not accessible by the public or any subject of the data, with the following exceptions:
 - a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.
 - b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.
 - c. Recordings of any other closed meetings shall be classified and/or released as required by court order.
4. Recordings of closed meetings shall be maintained separately from recordings of open meetings; to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as nonpublic data also shall be maintained in a secure location, separate from recordings classified as public data.

5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:
 - a. The date of the closed meeting;
 - b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational data, etc.); and
 - c. The classification of the data.
6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

IV. PUBLICATION OF OFFICIAL PROCEEDINGS

- A. The School Board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the School Board conducts regular meetings not more than once every thirty (30) days, the School Board need not publish the minutes until ten (10) days after they have been approved by the School Board.

1. Notwithstanding any law to the contrary, when a qualified newspaper designated by a school district ceases to exist for any reason except consolidation with another newspaper, the school district may publish its proceedings on the school district's website instead of publishing the proceedings in a newspaper. The school district must also request that the same information be posted at each public library located within the school district for the notice's publication period. This section expires August 1, 2026.

2. If, before August 1, 2026, there is a newspaper located within a school district's boundaries that is qualified to be designated as the school district's official newspaper pursuant to Minnesota Statutes, section 331A.04, then the exemption provided in this section shall not apply, provided that the qualified newspaper's legal rate is not more than ten percent above the rate charged by the school district's previous official newspaper and the qualified newspaper provides some coverage of the activities of the school district that is publishing the notice.

- B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the School Board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the School Board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the School Board, the proceedings to be published may reflect that fact.
- C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the School Board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary, the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the administrative offices of the school district or by means of standard or electronic mail.

Legal References: Minn. Stat. § 13D.01, Subd. 4-6 (Meetings Musts be Open to the Public; Exceptions ~~Open Meeting Law~~)

Minn. Stat. § 123B.09, Subd. 10 (Boards of Independent School Districts)

Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts)

Minn. Stat. § 331A.01 (Definition)

Minn. Stat. § 331A.05, Subd. 8 (Form of Public Notices)

Minn. Stat. § 331A.08, Subd. 3 (Computation of Time)

Op. Atty. Gen. 161-a-20 (December 17, 1970)

Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W. 2d 428 (1956)

Cross References: WBLASB Policy 205 (Open Meetings and Closed Meetings)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

AGENDA ITEM: **Policy 802, Disposition of Obsolete Equipment and Material**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for Finance and Operations**

BACKGROUND:

School Board Policy 802, Disposition of Obsolete Equipment and Material, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in the legal references.

The purpose of this policy is to provide guidelines for the Superintendent to assist in timely disposition of obsolete equipment and material.

RECOMMENDED ACTION:

Approve School Board Policy 802, Disposition of Obsolete Equipment and Material, as recommended by the School Board Policy Committee and Cabinet.

Adopted: August 18, 1997
Revised: August 27, 2001
Revised: March 9, 2009
Revised: May 11, 2015
Revised: April 13, 2020
Revised: _____

*White Bear Lake Area
School District #624 Policy 802*

Revised: July 15, 2019
Revised: April 10, 2023

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

I. PURPOSE

The purpose of this policy is to provide guidelines for the Superintendent to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of school building space, and consideration for safety of students, staff, and visitors will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

- A. “Contract” means an agreement entered into by the school district for the sale of supplies, materials or equipment.
- B. “Official newspaper” is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The Superintendent, or Superintendent’s designee, shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the School Board. The Superintendent shall be authorized to properly dispose of used books, materials and equipment deemed to have little or no value.

B. Contracts over \$175,000

- 1. If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks’ published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or

elsewhere may be made as the School Board shall deem necessary.

2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.
3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the lowest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.
4. In the case of identical high bids from two or more bidders, the School Board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the School Board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not go below the original bid. If no satisfactory bid is received, the Board may re-advertise.
5. All bids obtained shall be kept on file for a period of at least one year after receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until re-solicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From \$25,000 to \$175,000

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less the contract may be made either upon quotation or in the open market at the discretion of the School Board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which are surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction, or by the quotation procedures specified above. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district in the ordinary course of business.

Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment, including a tablet device, by conveying the property and title to:
 - a. another school district;
 - b. the State Department of Corrections;
 - c. the Board of Trustees of Minnesota State Colleges and Universities;
 - d. the family of a student residing in the district whose total family income meets the federal definition of poverty; or
 - e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.
2. If surplus school computers are not disposed of as described in Paragraph IV, H.1., upon adoption of a written resolution of the School Board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the School Board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

Legal References: Minn. Stat. § 13.591 (Business Data)
Minn. Stat. §15.054 (Sale or Purchase of State Property; Penalty)
Minn. Stat. §123B.29 (Sale at Auction)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. §471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 471.85 (Property Transfer; Public Corporations)

Minn. Stat. §645.11 (Published Notice)

Cross References: MSBA School Law Bulletin “F” (School District Contract and Bidding Procedures)

AGENDA ITEM: **Policy 413, Harassment and Violence**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Matt Mons, Director of Human Resources and General Counsel**

BACKGROUND:

School Board Policy 413, Harassment and Violence, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections II, III, V, VI, VII and X.

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability (Protected Class).

RECOMMENDED ACTION:

Approve School Board Policy 413, Harassment and Violence, as recommended by the School Board Policy Committee and Cabinet.

Adopted: April 29, 1996
Revised: January 10, 2005
Revised: May 12, 2008
Revised: August 8, 2011
Revised: January 13, 2014
Revised: July 11, 2016
Revised: July 15, 2019
Revised: July 11, 2022
Revised: _____

*White Bear Lake Area
School District #624 Policy 413*

Revised: September 10, 2012
Revised: October 13, 2014
Revised: March 5, 2018
Revised: March 1, 2021
Revised: January 8, 2024

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability (Protected Class).

II. GENERAL STATEMENT OF POLICY

- A. The policy of Independent School District No. 624 is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.
- B. A violation of this policy occurs when any student, teacher, administrator, or other school personnel of the school district harasses, threatens to harass or attempts to harass any student, teacher, administrator or other school personnel or group of students, teachers, administrators, or other school personnel through conduct or communication based on a person's Protected Class as defined by this policy. (For purposes of this policy, school district personnel includes School Board members, school employees, agents, volunteers, contractors or other persons subject to the supervision and control of the district).
- C. A violation of this policy occurs when any student, teacher, administrator, or other school personnel of the school district inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator or other school personnel or group of students, teachers, administrators, or other school personnel based on a person's Protected Class.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence, based on a

person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel found to have violated this policy.

III. DEFINITIONS

- A. "Assault" is:
 - 1. an act done with intent to cause fear in another of immediate bodily harm or death;
 - 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 - 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability; when the conduct:
 - 1. has the purpose or effect of creating an intimidating, hostile, or offensive work or academic environment;
 - 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 - 3. otherwise adversely affects an individual's employment or academic opportunities.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. Protected Classifications; Definitions
 - 1. "Disability" means, with respect to an individual who:
 - a. a physical sensory or mental impairment that materially limits one or more major life activities of such individual;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.

2. “Familial status” means the condition of one or more minors ~~being domiciled~~ having legal status or custody with:
 - a. ~~their~~ the minor’s parent, parents, legal guardian, or legal guardians; or
 - b. the designee of the parent or parents or legal guardian or guardians with the written permission of the parent or parents or legal guardian or guardians. Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for physical health, safety, or self-care because the individual or individuals are unable to receive and evaluate information or make or communicate decisions. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
 3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse, ~~and~~; in employment cases, ~~includes~~ protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
 5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. “Sexual orientation” means to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities.
 7. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

F. School district personnel includes School Board members, school employees, agents, volunteers, contractors¹, or other persons² subject to the supervision and control of the district.

G. Sexual Harassment; Definition

1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
2. Sexual harassment may include³, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome⁴, sexually motivated⁵, or inappropriate patting, pinching, or physical contact, other than necessary restraint by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

- f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

H. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes, section 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts;
 - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

I. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, an individual's Protected Class.

IV. REPORTING PROCEDURES

- A. Any person who believes they have been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence 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 attached and incorporated by reference to this policy as Addendum A, but oral reports shall be considered complaints as well.
- C. The building principal, principal's designee, or building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receive a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Superintendent or the school district Human Rights Officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district Human Rights Officer or to the Superintendent.
- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- E. Upon receipt of a report, the building report taker must notify the school district Human Rights Officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the Human Rights Officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the Human Rights Officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- F. The School Board hereby designates the Director of Human Resources as the school district Human Rights Officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves the Human Rights Officer, the complaint shall be filed directly with the Superintendent.

- G. The school district shall conspicuously post the name of the Human Rights Officer, including mailing address and telephone number.
- H. If the Superintendent is the Human Rights Officer, an alternative individual shall be designated by the School Board. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- I. Use of formal reporting forms is not mandatory.
- J. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- K. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations.
- L. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- M. False accusations or reports of violence or harassment against another person are prohibited.
- N. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

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

V. INVESTIGATION

- A. By authority of the school district, the Human Rights Officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator, including but not limited to; Addendum B: Responding to a Racial and Biased Harm Protocol, and Addendum C: Administrative Guidelines for Transgender and Gender-Expansive Student Rights and Protections.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district Human Rights Officer shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.
- B. 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 targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence, and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) 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 acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy; testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence; or testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence.

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 harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights or another state or federal agency, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes, chapter 260E may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and 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, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Attachments: Addendum A: Harassment and Violence Public Notice
Addendum B: Responding to a Racial and Biased Harm Protocol
Addendum C: Administrative Guidelines for Transgender and Gender-Expansive Student Rights and Protections
Form: Harassment and Violence Report Form

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)

Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: WBLASB Policy 102 (Equal Educational Opportunity)
WBLASB Policy 401 (Equal Employment Opportunity)
WBLASB Policy 402 (Disability Nondiscrimination Policy)
WBLASB Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
WBLASB Policy 406 (Public and Private Personnel Data)
WBLASB Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
WBLASB Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
WBLASB Policy 506 (Student Discipline)
WBLASB Policy 514 (Bullying Prohibition Policy)
WBLASB Policy 515 (Protection and Privacy of Pupil Records)
WBLASB Policy 521 (Student Disability Nondiscrimination)
WBLASB Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
WBLASB Policy 524 (Internet Acceptable Use and Safety Policy)
WBLASB 525 (Violence Prevention)
WBLASB Policy 526 (Hazing Prohibition)
WBLASB Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

AGENDA ITEM: **Policy 416, Drug, Alcohol, and Cannabis Testing**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Matt Mons, Director of Human Resources and General Counsel;**
Tim Wald, Assistant Superintendent for Finance and Operations

BACKGROUND:

School Board Policy 416, Drug, Alcohol, and Cannabis Testing, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections II and IV.

The purpose of this policy is to recognize the significant problems created by drug, alcohol, and cannabis use in public schools and to provide an environment that is safe, healthy, productive, and conducive to effective learning by providing authority so that the School Board may require all employees and/or job applicants to submit to drug, alcohol, and cannabis testing in accordance with the provisions of this policy and as provided in federal law and Minnesota Statutes, sections 181.950-181.957.

RECOMMENDED ACTION:

Approve School Board Policy 416, Drug, Alcohol, and Cannabis Testing, as recommended by the School Board Policy Committee and Cabinet.

Adopted: April 29, 1996
Revised: July 18, 2005
Revised: June 14, 2010
Revised: October 11, 2010
Revised: July 12, 2021
Revised: _____

White Bear Lake Area
School District #624 Policy 416

Revised: November 14, 2011
Revised: January 8, 2024

416 DRUG, ALCOHOL, AND CANNABIS TESTING

I. PURPOSE

- A. The School Board recognizes the significant problems created by drug, alcohol, and cannabis use in society in general, and the public schools in particular. The School Board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. The School Board believes that a work environment free of drug, alcohol, and cannabis use will not only be safer, healthier, and more productive, but also more conducive to effective learning. Therefore, to provide such an environment, the purpose of this policy is to provide authority so that the School Board may require all employees and/or job applicants to submit to drug, alcohol, and cannabis testing in accordance with the provisions of this policy and as provided in federal law and Minnesota Statutes, sections 181.950-181.957.

II. GENERAL STATEMENT OF POLICY

- A. All school district employees and job applicants whose position requires a commercial driver's license will be required to undergo drug and alcohol and cannabis testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that commercial drivers submit to drug and alcohol and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug, alcohol, and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs which are not medically

prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs which are not medically prescribed are prohibited from entering or remaining on school district property.

- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol or cannabis is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol or cannabis is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol or cannabis are prohibited from entering or remaining on school district property.
- E. The school district may discipline, discharge, or take other adverse personnel action against an employee for cannabis flower, cannabis product, lower-potency hemp edible, or hemp-derived consumer product use, possession, impairment, sale, or transfer while an employee is working, on school district premises, or operating a school district vehicle, machinery, or equipment as follows:
 - 1. if, as the result of consuming cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product, the employee does not possess that clearness of intellect and control of self that the employee otherwise would have;
 - 2. if cannabis testing verifies the presence of cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product following a confirmatory test;
 - 3. as provided in the school district's written work rules for cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products and cannabis testing, provided that the rules are in writing and in a written policy that contains the minimum information required by Minnesota Statutes, section 181.952; or
 - 4. as otherwise authorized or required under state or federal law or regulations, or if a failure to do so would cause the school district to lose a monetary or licensing-related benefit under federal law or regulations.
- F. Any employee who violates this section shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge.

III. **FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS**

A. **General Statement of Policy**

All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

B. **Definitions**

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.
2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the Evidential Breath Testing (EBT) device.
4. "Commercial Motor Vehicle" (CMV) includes a vehicle which is designed to transport 16 or more passengers, including the driver.
5. "Designated Employer Representative" (DER) means a designated school district representative authorized to take immediate action to remove employees from safety-sensitive duties, to make required decisions in the testing and evaluation process, and to receive test results and other communications for the school district.
6. "Department of Transportation (DOT)" means United States Department of Transportation.
7. "Driver" is any person who operates a Commercial Motor Vehicle (CMV), including full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers, and independent owner-operator contractors.

8. "Evidential Breath Testing Device" (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
9. "Medical Review Officer" (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district's drug testing program and for evaluating medical explanations for certain drug tests.
10. "Refusal to Submit" (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver's provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); or (i) fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because they have left before it commences is not deemed to have refused to submit to testing.
11. "Safety-sensitive functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work, and include such functions as driving,

loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.

12. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
13. "Stand Down" means to temporarily remove an employee from performing safety-sensitive functions after a laboratory reports a confirmed positive, an adulterated, or a substituted test result but before a MRO completes the verification process.
14. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug problem; and available methods of intervening when an alcohol or drug problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.
3. The school district shall provide written notice to representatives of an employee organization that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that they have received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

D. Alcohol and Controlled Substances Testing Program Manager

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled

substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.

2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until they undergo a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substances include medical cannabis, regardless of whether the driver is enrolled in the state registry program.

8. Positive, Adulterated or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.
9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district which prohibit the possession, transfer, sale, or exchange of drugs or alcohol; reporting to work under the influence of drugs or alcohol; consumption of drugs or alcohol while at work or while on school district premises; or operating any school district vehicle, machinery, or equipment while under the influence of drugs or alcohol.

F. Other Alcohol-Related Conduct

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least 24 hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and policy of the school district.

G. Prescription Drugs/Cannabinoid Products

A driver shall inform their supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

1. Pre-Employment Testing

- a. A driver applicant shall undergo testing for controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.

- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.
- c. In order to be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or greater, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up test), within the preceding two (2) years.
- d. The applicant also must be asked whether they have tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.
- e. Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query (see Attachment C to this policy). The school district shall retain the consent for three (3) years from the date of the query.

2. Post-Accident Testing

- a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver

receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.

- b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
- c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.
- d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
- e. If a post-accident alcohol test is not administered within two hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.
- f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.
- g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

3. Random Testing

- a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.
- b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.
- c. The school district shall adopt a scientifically-valid method for selecting drivers for testing, such as a random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each

driver shall have an equal chance of being tested each time selections are made.

- d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
- e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty or within four (4) hours before coming on duty. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable

suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

5. Return-To-Duty Testing

A driver found to have violated this policy shall not return to work until a SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances.

6. Follow-Up Testing

When a SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

7. Refusal to Submit and Attendant Consequences

- a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
- b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 United States Code, section 521 (b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.
- c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.
- d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by a Substance Abuse Professional and must submit to a return-to-duty test prior

to being considered for reassignment to safety-sensitive functions.

- e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment D to this policy.

I. Testing Procedures

1. Drug Testing

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles; labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.
- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.

- d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services--SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that there is a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the Designated Employer Representative (DER) and the employee when there is no legitimate medical reason for a positive test result as received from the testing laboratory.
- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
 - (1) The donor expressly declines the opportunity to discuss the test results;
 - (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER;
 - (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

- a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or a STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.
- b. Any result less than 0.02 alcohol concentration is considered a "negative" test.
- c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor's inability to provide a breath sample is genuine or constitutes a refusal to test.
- d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.
- e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

- 1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.
- 2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
 - b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a

positive test result on a confirmatory test after completion of the program.

- c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be a laboratory certified by the Department of Health and Human Services--SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minnesota Statutes, chapter 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Record-Keeping Requirements and Retention of Records

- 1. The school district shall keep and maintain records, in accordance with the federal regulations, in a secure location with controlled access.
- 2. The required records shall be retained for the following minimum periods:

Basic records	5 years
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“Basic records” includes records of a: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers	3 years
Collection and training records	2 years
Negative and canceled controlled substances tests	1 year
Alcohol tests with less than 0.02 concentration	1 year
Education and training records	Indefinite

“Education and training records” must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse (“Clearinghouse”) as required under federal law, including:

- a. The name of the person tested;
- b. Any verified positive, adulterated, or substituted drug test result;
- c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;
- d. Any refusal to submit to any test required hereunder;
- e. Any report by a supervisor of actual knowledge of use as follows
 - i. Any on-duty alcohol use;
 - ii. Any pre-duty alcohol use;
 - iii. Any alcohol use following an accident; and
 - iv. Any controlled substance use.
- f. Any report from a substance abuse professional certifying successful completion of the return-to-work process;
- g. Any negative return-to-duty test; and
- h. Any employer’s report of completion of follow-up testing.

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least 60 minutes of training on alcohol misuse and at least 60 minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal

The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.

2. Referral, Evaluation, and Treatment

- a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAP readily available to the driver or applicant and acceptable to the school district.
- b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by a SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluations(s), and/or ongoing services). The school district is not required to provide a SAP evaluation or any subsequent recommended education or treatment.
- c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.
- d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

- a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include but is not limited to immediate suspension without pay and/or immediate discharge.
- b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include but is not limited to immediate suspension without pay and/or immediate discharge.
- c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct

under this policy but also violates the school district's other rules or policies.

P. Other Testing

The school district may request or require that drivers submit to cannabis testing or drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo cannabis testing or drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of “other employees” covered by Section IV. of this policy.

Q. Report to Clearinghouse

The school district shall promptly submit to the Clearinghouse any record generated of an individual who refuses to take an alcohol or controlled substance test required under Title 49, Code of Federal Regulations, tests positive for alcohol or a controlled substance in violation of federal regulations, or violates subpart B of Part 382 of Title 49, Code of Federal Regulations (or any subsequent corresponding regulations).

R. Annual Clearinghouse Query

1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where

the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations 382.701.

2. The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.
3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.
4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

IV. CANNABIS TESTING OR DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

The school district may request or require drug and alcohol testing or cannabis testing for other school district personnel, i.e., applicants for school positions or employees who are not school bus drivers. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing or cannabis testing as authorized in this policy, except for school bus drivers and other drivers of CMV who are subject to federally mandated testing. (See Section III of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV of this policy will be applicable to such testing.

A. Definitions

1. "Cannabis testing" means the analysis of a body component sample according to the standards established under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of cannabis flower, as defined in Minnesota Statutes, section 342.01, subdivision 16, cannabis products, as defined in section 342.01, subdivision 20, lower-potency hemp edibles as

defined in section 342.01, subdivision 50, hemp-derived consumer products as defined in section 342.01, subdivision 37, or cannabis metabolites in the sample tested. The definitions in this section apply to cannabis testing unless stated otherwise.

2. "Confirmatory test" and "confirmatory retest" mean a drug or alcohol test that uses a method of analysis allowed under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
3. "Drug" means a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, but does not include marijuana, tetrahydrocannabinols, cannabis flower as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, and hemp-derived consumer products as defined in section 342.01, subdivision 37.
4. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" do not include cannabis or cannabis testing, unless stated otherwise.
5. "Employee" means a person, independent contractor, or person working for an independent contractor who performs services for compensation, in whatever form, for an employer.
6. "Initial screening test" means a drug or alcohol test or cannabis test which uses a method of analysis under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
7. "Job applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III).
8. "Oral fluid test" means analysis of a saliva sample for the purpose of measuring the presence of the same substances as drug and alcohol testing and cannabis testing that:

a. can detect drugs, alcohol, cannabis, or their metabolites in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1; and

b. does not require the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1.

89. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV of this policy and the drivers shall fall within this definition of "other employees."

910. "Positive test result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.

~~10~~**11.** "Random selection basis" means a mechanism for selection of employees that:

results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and does not give the school district discretion to waive the selection of any employee selected under the mechanism.

~~11~~**12.** "Reasonable suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.

~~12~~**13.** "Safety-sensitive position" means a job, including any supervisory or management position, in which an impairment caused by drug or alcohol usage would threaten the health or safety of any person.

B. Circumstances Under Which Cannabis Testing Or Drug Or Alcohol Testing May Be Requested or Required; Exceptions

1. General Limitations

- a. The school district ~~may~~ ~~will~~ not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or cannabis testing, unless the testing is done pursuant to this policy; and wither (1) is conducted by a testing laboratory which participates in one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1; or (2) complies with the oral fluid test procedures under Minnesota Statutes, section 181.953, subdivision 5a.
- b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing or cannabis testing on an arbitrary and capricious basis.

2. Cannabis Testing Exceptions

For the following positions, cannabis and its metabolites are considered a drug and subject to the drug and alcohol testing provisions in Minnesota Statutes, sections 181.950 to 181.957:

- a. a safety-sensitive position, as defined in Minnesota Statutes, section 181.950, subdivision 13;
- b. a position requiring face-to-face care, training, education, supervision, counseling, consultation, or medical assistance to children;
- c. a position requiring a commercial driver's license or requiring an employee to operate a motor vehicle for which state or federal law requires drug or alcohol testing of a job applicant or an employee;
- d. a position of employment funded by a federal grant; or
- e. any other position for which state or federal law requires testing of a job applicant or an employee for cannabis.

3. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer which is

contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

- a. The school district must not request or require a job applicant to undergo cannabis testing solely for the purpose of determining the presence or absence of cannabis as a condition of employment unless otherwise required by state or federal law.
- b. Unless otherwise required by state or federal law, the school district must not refuse to hire a job applicant solely because the job applicant submits to a cannabis test or a drug and alcohol test authorized by Minnesota law and the results of the test indicate the presence of cannabis.
- c. The school district must not request or require an employee or job applicant to undergo cannabis testing on an arbitrary or capricious basis.
- d. Cannabis testing authorized under paragraph (d) must comply with the safeguards for testing employees provided in Minnesota Statutes, sections 181.953 and 181.954.

4. Random Testing

The school district may request or require "other employees" to undergo cannabis testing or drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

5. Reasonable Suspicion Testing

The school district may request or require any employee to undergo cannabis testing or drug and alcohol testing if the school district has a reasonable suspicion that the employee:

- a. is under the influence of cannabis, drugs, or alcohol;
- b. has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol, cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products while the employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;

- c. has sustained a personal injury, as that term is defined in Minnesota Statutes, section 176.011, subdivision 16, or has caused another employee to sustain a personal injury; or
- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

6. Treatment Program Testing

The school district may request or require any employee, referred to in this Section IV, to undergo cannabis testing and drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo cannabis testing and drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

7. Routine Physical Examination Testing

The school district may request or require any employee, other than bus drivers, to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

C. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2 and 3 of this Section D.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or requesting cannabis testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment E to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing policy or cannabis testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform, in writing, an employee or job applicant who has undergone drug or alcohol testing or cannabis testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform, in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test or cannabis test.

4. Notice of and Right to Explain Positive Test Result

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide them with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information (see Attachment G to this policy).
- b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.
- c. The employee may present verification of enrollment in the medical cannabis patient registry or of enrollment in a Tribal medical cannabis program as part of the employee's explanation.
- d. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if an employee claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.
- e. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide them with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at their expense.
- b. An employee or job applicant may request a confirmatory retest of the original sample at their own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of their intention to obtain a confirmatory retest. Within three (3) working

days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minnesota Statutes, section 181.953, subdivision 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform them of other rights provided under Sections F or G below, whichever is applicable.

Attachments F and G to this policy provides the Notices described in paragraphs 2 through 6 of this Section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.
3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug, alcohol, or cannabis counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with

a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency;
and

- b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
 - 4. Notwithstanding Paragraph 1 of this Section F, the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
 - 5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.
 - 6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.
 - 7. An employee must be given access to information in the employee's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.
- G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;
2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
3. A sample must be accompanied by a written chain-of-custody record; and
4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minnesota Statutes, chapter 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private

organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding paragraphs 1 and 2 above, of this Section I., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minnesota Statutes, chapter 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug, alcohol, and cannabis testing policy to all affected employees upon adoption of the policy, to all previously non-affected employees upon transfer to an affected position under the policy, and to all job applicants upon hire and before any testing of applicants if the job offer is made contingent on passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment H to this policy.

V. POSTING

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 43A (State Personnel Management)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)

Minn. Stat. § 152.32 (Protections for Registry Program Participation)
Minn. Stat. § 176.011, Subd. 16 (Definitions; Personal Injury)
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. § 221.031 (Motor Carrier Rules)
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 U.S.C. § 31306(a) (National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators)
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
49 C.F.R. Part 40 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)
49 C.F.R. Part 382 (Controlled Substances and Alcohol Use and Testing)

Cross Reference: WBLASB Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
WBLASB Policy 406 (Public and Private Personnel Data)
WBLASB Policy 417 (Chemical Use and Abuse)
WBLASB Policy 418 (Drug-Free Workplace/Drug-Free School)

AGENDA ITEM: **Policy 418, Drug-Free and Alcohol-Free Workplace/Drug-Free and Alcohol-Free School**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Matt Mons, Director of Human Resources; Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning; and Tim Wald, Assistant Superintendent for Finance and Operations**

BACKGROUND:

School Board Policy 418, Drug-Free and Alcohol-Free Workplace/Drug-Free and Alcohol-Free School, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections II, III, IV, V, VI, and VII.

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.

RECOMMENDED ACTION:

Approve School Board Policy 418, Drug-Free and Alcohol-Free Workplace/Drug-Free and Alcohol-Free School, as recommended by the School Board Policy Committee and Cabinet.

Adopted: April 29, 1996
Revised: August 27, 2001
Revised: January 10, 2005
Revised: November 8, 2007
Revised: December 10, 2018
Revised: September 11, 2023

*White Bear Lake Area
School District #624 Policy 418*

Revised: May 12, 2014
Revised: June 13, 2022
Revised: _____

418 DRUG-FREE AND ALCOHOL-FREE WORKPLACE/DRUG-FREE AND ALCOHOL-FREE SCHOOL

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 alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and 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 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.

- 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. § 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 the use of liquid or oil but which does not require the use of dried leaves of plant form; (4) combustion with the use of dried raw cannabis; or (5) any other method approved by the 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 district 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, 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.

- J. "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.

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 as 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 Minnesota Statutes, section 624.701, 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.
- D. The school district may not refuse to enroll or otherwise penalize a patient or person enrolled in the Minnesota Patient Registry Program as a pupil solely because the patient or person is enrolled in the registry program, unless failing to do so would violate federal law or regulations or cause the school to lose a monetary or licensing-related benefit under federal law or regulations.

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 Minnesota Statutes, section 624.701, 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.

VII. ENFORCEMENT

A. Students

1. 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.
2. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or to law enforcement officials when appropriate.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in **the** 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 school district property. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References: Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. §§ 121A.40 - 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01, Subd. 15a (Definitions)
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)
Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor: On-Sale Licenses)
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
Minn. Stat. § 342.56 (Limitations)
Minn. Stat. § 609.684 (Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Alcohol in Certain Building or Grounds)
20 U.S.C. §§ 7101 - 7122 (Student Support and Academic Enrichment Grants)
21 U.S.C. § 812 (Schedules of Controlled Substances)

41 U.S.C. §§ 8101 - 8106 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11 - 1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

Cross Reference: WBLASB Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
WBLASB Policy 416 (Drug and Alcohol Testing)
WBLASB Policy 417 (Chemical Use and Abuse)
WBLASB Policy 419 (Tobacco-Free Environment: Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instructions)
WBLASB Policy 506 (Student Discipline)
WBLASB Policy 516 (Student Medication)

AGENDA ITEM: **Policy 425, Staff Development and Mentoring**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent
for Teaching and Learning**

BACKGROUND:

School Board Policy 425, Staff Development and Mentoring, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections II, III, IV, VII, and VIII.

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

RECOMMENDED ACTION:

Approve School Board Policy 425, Staff Development and Mentoring, as recommended by the School Board Policy Committee and Cabinet.

Approved: September 9, 2002
Revised: January 10, 2005
Revised: November 8, 2007
Revised: January 10, 2011
Revised: February 10, 2014
Revised: March 14, 2022
Revised: _____

White Bear Lake Area
School District #624 Policy 425

Revised: February 13, 2012
Revised: March 5, 2018
Revised: September 11, 2023

425 STAFF DEVELOPMENT AND MENTORING

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. DISTRICT STAFF DEVELOPMENT ADVISORY COMMITTEE AND SITE STAFF DEVELOPMENT TEAM

- A. The School Board will establish a District Staff Development Advisory Committee to develop a Staff Development Plan, assist Site Staff Development Teams in developing site plans consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.
 - 1. The majority of the membership of the District Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The committee also will include non-teaching staff, parents/guardians, and administrators.
 - 2. Members of the District Staff Development Advisory Committee shall be appointed by the School Board or designee.
- B. The School Board directs the Superintendent to ensure sites establish site Staff Development teams.
 - 1. Members of the Site Staff Development Teams will be appointed by the principal.
 - 2. The Site Staff Development Team may be the same as the Building Leadership Team, at the discretion of the building principal.
 - 3. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE DISTRICT STAFF DEVELOPMENT ADVISORY COMMITTEE

- A. The District Staff Development Committee will develop a Staff Development Plan, that is aligned to the District Strategic Plan and the comprehensive achievement and civic readiness plan ~~World's Best Workforce Plan~~, which will be reviewed and subject to approval by the School Board.
- B. The Staff Development Plan must contain the following elements:
 - 1. Staff development outcomes which are consistent with the education outcomes as may be determined periodically by the School Board;
 - 2. The means to achieve the Staff Development outcomes;
 - 3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with re-licensure requirements under Minnesota Statutes, section 122A.187;
 - 4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using evidence-based ~~research-based~~ best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;

- f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
 - g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
- 5. The Staff Development Plan also must:
 - a. Support stable and productive professional communities achieved through ongoing and school-wide progress and growth in teaching practice;
 - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
 - c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;
 - d. Ensure specialized preparation and learning about issues related to teaching students with special needs and limited English proficiency by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
 - e. Reinforce national and state standards of effective teaching practice.
- 6. Staff development activities must:
 - a. Focus on the school classroom and **evidence-based** ~~research-based~~ strategies that improve student learning;
 - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
 - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 - d. Enhance teacher content knowledge and instructional skills, including the delivery of digital and blended learning and curriculum and engagement of students with technology;
 - e. Align with state and local academic standards;

- f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and
 - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system.
- C. Provide teachers of English Learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students' long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
- D. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
 - 1. Staff development activities may include curriculum development and curriculum training programs, and activities that provide teachers and other members of site-based teams training to enhance team performance.
 - 2. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.
- E. The District Staff Development Advisory Committee will assist Site Staff Development Teams in developing site plans consistent with the goals and outcomes of the Staff Development Plan.
- F. The District Staff Development Advisory Committee will evaluate staff development efforts at the site level.
- G. The District Staff Development Advisory Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development, including, but not limited to, the reports referenced in Section VII below.

IV. DUTIES OF THE SITE STAFF DEVELOPMENT TEAM

- A. Each Site Staff Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The Superintendent or designee will review the site plan to ensure consistency with the Staff Development Plan.

- B. The Site Staff Development Team must demonstrate to the School Board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the School Board can be made as part of the school district's comprehensive achievement and civic readiness ~~World's Best Workforce~~ report.
- C. If the School Board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V below.

V. STAFF DEVELOPMENT FUNDING

- A. Unless the school district is in statutory operating debt or a majority of the School Board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: in-service conflicts within their families and communities in non-violent, effective ways; staff development plans; curriculum development and programs; other-in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a College in the Schools teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes, section 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On a yearly basis, the District Staff Development Committee, with the assistance of the Site Staff Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall

include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

- B. The District Staff Development Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the School Board and/or Superintendent for consistency with the Staff Development Plan on a yearly basis.
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.
- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds. or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:
 - 1. additional stipends as incentives to mentors of color or who are American Indian;
 - 2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;
 - 3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or
 - 4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

To the extent the school district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.
- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.
- E. For the 2024-2025 school year only, a school may reduce the hours of training required in paragraphs (b) to (e) to a minimum of six hours and must pay for paraprofessional test materials and testing fees for any paraprofessional employed by the school district during the 2023-2024 school year who has not yet successfully completed the paraprofessional assessment or met the requirements of the paraprofessional competency grid.

VIII. REPORTING

- A. The school district and Site Staff Development Committee shall prepare a report of the previous fiscal year's staff development activities results and expenditures as part of the school district's comprehensive achievement and civic readiness ~~World's Best Workforce~~ report.
1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
 2. The report will provide a breakdown of expenditures for:
 - a. curriculum development and programs;
 - b. staff development training models, workshops, and conferences; and
 - c. the cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 121A.642 (Paraprofessional Training)
Minn. Stat. § 122A.187 (Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7, 7a, and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4, 4a, and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)

Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 124D.861 (Achievement and Integration for
Minnesota)
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education
Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

AGENDA ITEM: **Policy 503, Student Attendance**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent
for Teaching and Learning**

BACKGROUND:

School Board Policy 503, Student Attendance, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections I, II, III, and V.

The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

RECOMMENDED ACTION:

Approve School Board Policy 503, Student Attendance, as recommended by the School Board Policy Committee and Cabinet.

Adopted: October 20, 1975
Revised: March 11, 1991
Revised: September 13, 1993
Revised: August 14, 1996
Revised: June 11, 2001
Revised: December 13, 2010
Revised: December 13, 2021
Revised: _____

*White Bear Lake Area
School District #624 Policy 503*

Revised: March 27, 2000
Revised: August 25, 2003
Revised: May 12, 2014
Revised: January 8, 2024

503 STUDENT ATTENDANCE

I. PURPOSE

- A. The School Board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes, section 120A.22, the students of the school district are required to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the School Board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence. It is also the student's responsibility to request and complete any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

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

3. Teacher's Responsibility

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

4. Administrator's Responsibility

- a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.
- b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes, section 120A.22, the students of the school district are required to attend all assigned classes and/or study halls every day school is in session; unless the student has been excused by the School Board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

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

1. Excused Absences

- a. A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application

may be made to any member of the board, a truant officer, a principal, or the superintendent. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.

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

c. The board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.

db. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

(1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:

(a) child illness, medical, dental, or orthodontic treatment, or counseling appointments; including appointments conducted through telehealth.;

(b) family emergencies;

(c) the death or serious illness or funeral of an immediate family member;

(d) active duty in any military branch of the United States;

(e) the child has a condition that requires ongoing treatment for a mental health diagnosis; or

(f) other exemptions included in this attendance policy.

(2) that the child has already completed state and district standards required for graduation from high school; or

(3) that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

~~(1) Illness.~~

~~(2) Serious illness in the student's immediate family.~~

~~(3) A death or funeral in the student's immediate family or of a close friend or relative.~~

~~(4) Medical, dental, or orthodontic treatment, or a counseling appointment.~~

~~(5) Court appearances occasioned by family or personal action.~~

~~(6) Religious instruction not to exceed three hours in any week.~~

~~(7) Physical emergency conditions such as fire, flood, storm, etc.~~

~~(8) Official school field trip or other school-sponsored outing.~~

~~(9) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.~~

~~(10) Family emergencies.~~

~~(11) Active duty in any military branch of the United States.~~

~~(12) A student's condition that requires ongoing treatment for a mental health diagnosis.~~

~~(13) Individual need as approved by school principal.~~

c. Consequences of Excused Absences

- (1) Students who are absent are expected to work with the classroom teacher on a plan to make-up any assignments that have been missed.
- (2) As a general guideline, student work assigned during the absence should be completed within two (2) days per day of absence from the date of the student's return to school. The building principal or the classroom teacher will partner with the student and family on a make-up plan in the case of an extended illness or other extenuating circumstances.
- (3) Students are encouraged to use available technology, including web-based communication, to stay current while absent.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

- (1) Truancy. An absence by a student which was not approved by the parent/guardian and/or the school district.
- (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- (3) Work at home.
- (4) Work at a business, except under a school-sponsored work release program.
- (5) Vacations with family, personal trips to schools or colleges (If the student and parent/guardian have been warned of an attendance issue or the absence has not been pre-approved by a school administrator.)

- (6) Absences resulting from cumulated unexcused tardies (3 tardies equals one-half day unexcused absence).
- (7) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

- (1) Students who are absent are expected to work with the classroom teacher on plans to make-up any assignments that have been missed. As a general guideline, student work assigned during the absence should be completed within two (2) days per day of absence from the date of the student's return to school. The building principal or the classroom teacher will partner with the student and family on a make-up plan in the case of an extended illness or other extenuating circumstances.
- (2) Appropriate discipline from the following list, based on the severity of the issue:
 - (i) Detention
 - (ii) Loss of student privileges
 - (iii) Placement on a supervised attendance program
 - (iv) Truancy petition to juvenile court for those under age 16
 - (v) Other appropriate consequences as determined by parent/guardian and school personnel.
 - (vi) Loss of parking privileges at secondary level
 - (vii) Restriction from participation in extracurricular activities
 - ~~(viii) Saturday School~~
 - (viii) Make up time missed from school
- (3) Agreed upon goals/plans as determined by the parent/guardian, student, and school personnel.

- (4) Other appropriate consequences
 - (i) After three (3) cumulated unexcused absences in a school year, a student will be considered “continuing truant”, and a parent or guardian will be notified.
- (5) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
- (6) In cases of recurring unexcused absences, the administration may request the county attorney to file a petition with the juvenile court, pursuant to Minnesota Statutes.

C. Excessive Absences

- 1. Definition: Students who are absent more than ten percent of student contact days at any time during the school year or any grading period may be considered to have excessive absences.
- 2. Procedures for addressing students with excessive absences:
 - a. School calls parent/guardian to communicate attendance concerns
 - b. School will communicate with parents/guardians in writing concerning attendance concerns
 - c. School will schedule a meeting with parents/guardians and other appropriate school staff to create a plan to address attendance concerns.
 - d. If the student continues to have excessive absences, the school may choose to take the following steps:
 - (1) Consider the absences unexcused according to Minnesota Statutes, section 120A.22, subdivision 12.
 - (2) Refer the student to a truancy intervention program.

D. Tardiness

- 1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
 - a. Elementary: Students who arrive late and within 45 minutes after the start of the school day are considered

tardy. After 45 minutes, a student is considered absent. Elementary absences are reported in quarter, half, three-quarter, and full-day segments.

- b. Secondary: Students are considered tardy if they are late and miss less than ten minutes of any class. If they miss more than ten minutes of class, they are considered absent.

2. Procedures for Reporting Tardiness

- a. Students who are tardy at the start of school must check-in at the school office for a pass.
- b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

- a. illness;
- b. serious illness in the student's immediate family;
- c. a death or funeral in the student's immediate family or of a close friend or relative;
- d. medical, dental, orthodontic, or counseling appointment;
- e. court appearances occasioned by family or personal action;
- f. physical emergency conditions such as fire, flood, storm, etc.;
- g. any tardiness for which the student has been excused in writing by an administrator or faculty member;
- h. family emergencies;
- i. individual needs as approved by the school principal.

4. Unexcused Tardiness

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
- b. Examples of unexcused tardiness include but are not limited to:

- (1) not approved by parent/guardian
- (2) failure to comply with reporting requirements of the school district attendance procedures
- (3) work at home
- (4) work at a business (except under a school-sponsored work release program)
- (5) missed bus
- (6) overslept
- (7) car trouble
- (8) doing homework

c. Consequences of tardiness may include:

- (1) Detention
- ~~(2) Saturday School~~
- ~~(2)~~ 3 Loss of parking
- ~~(3)~~ 4 Other consequences as determined by parent/guardian and school personnel
- ~~(4)~~ 5 Combining unexcused tardies into an unexcused absence and enforcing consequences accordingly. The district considers three (3) unexcused tardies equivalent to one half-day unexcused absence.

E. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Program

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

1. If a student is suspended from any class, the student may not participate in any activity or program that day.
2. When students participate in any co-curricular and/or sports activity, they are required to be in attendance at school the entire day of the event; unless they are absent for one of the following reasons:

- a. School-related activity
- b. Medical appointment (requires verification by the school office or attendance secretary)
- c. One period (or less) in the school Health Office
- d. Funeral or family medical/legal emergency (requires parent/guardian excuse)
- e. Student safety issues (to be reviewed by WBL administrators)

If the absence is due to any other reason, the student will be declared ineligible for that day's event. The administration retains the right to request verification of any absences presented by a student or parent/guardian.

- 3. Students must not incur any unexcused absence (as outlined in the student attendance policy) the day after an event if the day is the next consecutive school day of the same week. If an unexcused absence is incurred for this next consecutive school day of the same week, the student will not participate in the next scheduled co-curricular and/or sports event.

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodations should be directed to the building principal.

IV. DISSEMINATION OF POLICY

- A. Copies of this policy shall be made available to all students, parents/guardians, and staff at the commencement of each school year. This policy shall also be available upon request in each principal's office.
- B. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for religious observance.

V. REQUIRED REPORTING

- A. Continuing Truant

Minnesota Statutes, section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of

Minnesota Statutes, section 120A.22, and is absent from instruction in a school, as defined in Minnesota Statutes, section 120A.05, without valid excuse within a single school year for:

1. three days if the student is in elementary school; or
2. three or more class periods on three days if the student is in middle school or high school.

B. Reporting Responsibility

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

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

C. Habitual Truant

1. A habitual truant is a student under the age of 16 years who is absent from attendance at school without lawful excuse for seven school days in a school year if the student is in elementary school or for one or more class periods on seven school days in a school year if the student is in middle school or high school, or a student who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school.
2. A school district attendance officer shall refer a habitual truant student and the student's parent or legal guardian to appropriate services and procedures⁷ under Minnesota Statutes, chapter 260A.

Legal References: Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. § 120A.35 (Absence from School for Religious Observance)
Minn. Stat. §§ 121A.40 - 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is Continuing Truant)
Minn. Stat. § 260C.007, subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565 (1975)
Slocum v. Holton Bd. of Educ., 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Bd. of Educ. of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Bd. of Educ. of Township High School District No. 113, 66 Ill. App.3d 7, 383 N.E. 2d 231 (1978)
Gutierrez v. Sch. Dist. R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Bd. of Educ., 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References: WBLASB Policy 506 (Student Discipline)

AGENDA ITEM: **Policy 506, Student Discipline**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Matt Mons, Director of Human Resources and General Counsel;**
Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning;
Tim Wald, Assistant Superintendent for Finance and Operations

BACKGROUND:

School Board Policy 506, Student Discipline, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections V, VIII, IX, X, XII, and XVIII, and the cross references.

The purpose of this policy is to ensure that students, families, and staff understand and follow the school district's discipline policy.

RECOMMENDED ACTION:

Approve School Board Policy 506, Student Discipline, as recommended by the School Board Policy Committee and Cabinet.

Adopted: August 26, 1996
Revised: August 18, 1997
Revised: September 9, 2002
Revised: January 10, 2005
Revised: March 9, 2009
Revised: March 28, 2010
Revised: June 8, 2015
Revised: October 10, 2022
Revised: January 8, 2024

*White Bear Lake Area
School District #624 Policy 506*

Revised: June 13, 2016
Revised: April 10, 2017
Revised: October 8, 2018
Revised: July 15, 2019
Revised: September 11, 2023
Revised: _____

506 STUDENT DISCIPLINE POLICY

I. PURPOSE

The purpose of this policy is to ensure that students, families, and staff understand and follow the school district's discipline policy. The school district understands that the behavior and actions of students are part of child development and learning. The intent of this policy is to establish guidelines to assist in maintaining a supportive, safe, welcoming, and inclusive environment. It is the responsibility of the school district to take action when the guidelines established in this policy are not followed, impacting individuals and the school environment.

II. GENERAL STATEMENT OF POLICY

The School Board recognizes that social-emotional learning and growth are essential components of the educational process. The School Board further recognizes that providing this learning has a direct impact on student behavior and overall success. The school district will support students in continually learning social-emotional skills and understanding school expectations.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Learning best takes place when students feel safe and connected in their environment, which provides options and stresses student self-direction, decision-making, and responsibility. When students act in a manner inconsistent with school policies, the school district needs to assist the student in repairing the harm caused and engaging in relearning practices.

The school district recognizes that despite efforts to build a safe, welcoming, and inclusive climate for all students, there will be times when the policies will be broken, resulting in harm to the learning community. When harm is caused, rebuilding of the community is essential, and student actions may result in a variety of interventions. 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/guardians, 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 Minnesota Statutes, 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. 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/guardians responsible for following this policy, and support all school personnel in 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/guardians in upholding this policy. Any guidelines or directives established to implement this policy shall be attached as an addendum to this policy.
- C. Building Administrator: The building administrator is given the responsibility and authority to formulate building rules and regulations

necessary to uphold this policy. The building administrator is responsible for ensuring staff understand this policy as well as ensuring that all students are taught this policy and other relevant policies. The building administrator shall give direction and support to all school personnel performing their duties within the framework of this policy. The building administrator shall consult with parents/guardians of students conducting themselves in a manner contrary to the policy. The building administrator 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/guardians. A building administrator, in exercising their lawful authority, may use reasonable force only when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A building administrator shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

- D. Teachers: It is recognized that teachers have a direct impact on the culture and climate of their classroom and the school environment as a whole. Teachers are responsible for providing a well-planned teaching/learning environment focused on student needs, teaching and reteaching both academic and social-emotional skills. Teaching student expectations, with appropriate assistance from the administration, is a primary task for teachers. When school rules are not followed, teachers must support students **in** relearning ~~of~~ school rules and assist in repairing any harm caused within the community as prescribed by district or individual school/site procedures. A teacher, in exercising their lawful authority, may use reasonable force only when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- E. Other School District Personnel: All school district personnel are responsible for contributing to the culture and climate of the school district. All district personnel support efforts to establish a safe, welcoming, and inclusive school environment by following district procedures when responding to situations in which school rules are not followed. All staff support students relearning of school rules and assist in repairing any harm caused within the community. School district personnel should only act in ways authorized and directed by the Superintendent. A school employee, school bus driver, or other agent of a school district, in exercising their lawful authority, may only use

reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

- F. Parents and Legal Guardians: Parents/guardians shall be held responsible for the actions of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the actions of their children.
- G. Students: All students shall be held individually responsible for their actions and for knowing and following 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 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 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 a right to an education and the right to learn in an environment in which they are supported, valued, respected, and safe.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. To assist in building a school culture and climate where all students are supported, valued, respected, and safe;
- B. When rules are not followed, students are to support and engage in repairing any harm caused to others, the community, or the environment;
- C. For their actions and for learning and following all school rules, regulations, policies, and procedures;
- D. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- E. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- F. To make necessary arrangements for making up work when absent from school;
- 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 follow 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;
- L. To avoid inaccuracies in student newspapers, school-sponsored social media accounts, shared virtual spaces, or publications and refrain from indecent or obscene language; and
- M. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable actions subject to intervention 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 responded to and supported in repairing and restoring harm caused 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, trips, virtual learning spaces, and school-sponsored social media platforms. School district property also may mean a student's walking route to and from school for purposes of attending school or school-related functions, activities, or events. While the school district will provide interventions when students do not follow school rules and policies in this policy and others alike in these locations, settings, 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 actions at any time or in any place, including online, interfere with or obstruct 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 materials, 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. Violation of the school district's Student Attendance Policy;
6. Opposition to authority using physical force or violence;
7. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment: Possession and Use of Tobacco, Tobacco-Related Devices and Electronic Devices; Vaping Awareness and Prevention Instructions Policy;
8. 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;
9. 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);
10. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property, including, but not limited to, drug paraphernalia;
11. Using, possessing, or distributing weapons, ~~or~~ look-alike weapons, or other dangerous objects;
12. Violation of the school district's Weapons Policy;
13. Violation of the school district's Violence Prevention Policy;
14. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
15. 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;
16. Possession, use, or distribution of fireworks or any substance or combination of substances or articles prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration, or detonation;
17. 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;

18. Violation of any local, state, or federal law as appropriate;
19. Acts disruptive of the educational process, including, but not limited to, verbal and physical assault, disruptions in the classroom leading to interruptions in teaching and learning, cheating, failure to identify oneself, improper activation of fire alarms, or bomb threats;
20. Violation of the school district's Electronic Technologies Acceptable Use Policy;
21. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
22. 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;
23. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
24. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
25. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
26. Possession or distribution of slanderous, libelous, or pornographic materials;
27. Violation of the school district's Bullying Prevention Policy;
28. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing that bears a message that 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;
29. Criminal activity;
30. Falsification of any records, documents, notes, or signatures;

31. 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;
32. 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;
33. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
34. Violation of the school district's Harassment and Violence Policy;
35. Actions, including fighting or any other assaultive actions, which cause 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;
36. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
37. 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;
38. Verbal assaults or verbally abusive actions including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
39. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
40. 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;
41. Violation of the school district's Distribution of Non-School-Sponsored Materials on School Premises by Students and Employees Policy;

42. Violation of the school district's one-to-one device rules and regulations;
43. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
44. 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.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive levels of discipline focused on student learning and repairing relationships and the school environment to the extent reasonable and appropriate based upon the specific facts and circumstances of the incident. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of the school district code of conduct, rules, regulations, policies, or procedures will result in a restorative discussion. The school district has authority to impose more severe disciplinary responses for any violation, including exclusion or expulsion, if warranted by the student's actions. However, the school district recognizes that exclusionary practices impact students' achievement and learning. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Teaching and/or reteaching of school policies and expectations;
- B. Engaging with the students in social-emotional learning through tiered levels of support based on student needs;
- C. Engaging in restorative conversation with students and others involved, which may include staff members. Restorative practices in classrooms or with a targeted group of students are appropriate when others involved consent to participating;
- D. Student conference with the teacher, building administrator, counselor, or other school district personnel to discuss with the student the cause of the student's actions and alternative actions the student could take in the future when faced with a similar situation. In addition, the staff member facilitating this discussion will determine with the student what supports the student may need in order to be able to engage in those alternative actions in the future. This conversation may also include a

review of the Code of Student Conduct and potential responses to future actions;

- E. 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 things will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation;
- F. Parent/guardian contact;
- G. Parent/guardian conference;
- H. Removal from class;
- I. In-school suspension;
- J. Suspension from extracurricular activities;
- K. Detention or restriction of privileges;
- L. Loss of school privileges;
- M. In-school monitoring or revised class schedule;
- N. Referral to in-school support services;
- O. Referral to community resources or outside agency services;
- P. Financial restitution;
- Q. Referral to police, other law enforcement agencies, or other appropriate authorities;
- R. Out-of-school suspension under The Pupil Fair Dismissal Act;
- S. Preparation of an admission or readmission plan;
- T. Expulsion under The Pupil Fair Dismissal Act;
- U. Exclusion under The Pupil Fair Dismissal Act; and/or
- V. Other responses as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

- A. Teachers have the responsibility of teaching school expectations to students while also maintaining a safe, welcoming, and inclusive learning environment for all students. When incidents occur that disrupt the environment, it is the responsibility of the teacher to attempt to redirect actions and restore relationships in the environment within the guidelines established by the school district or school. Teachers may accomplish this by engaging in coaching and listening conversations with the student, using positive reinforcement, providing alternatives in learning practices or the environment to meet students needs, consulting with a student support team or other resources when interfering actions persist, or contacting the student's parents/guardians when ongoing needs arise. 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, building administrator, or other school district employee to prohibit a student from attending a class or activity for a period of time not to exceed five (5) days, pursuant to this discipline policy.
- B. 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, at the discretion of the teacher or administration, requires removal of the student from class.

Such removal will 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.

- C. Removal from class is the short-term exclusion of a student from class during which the school retains custody of the student. Students violating the Code of Student Conduct may be removed from class at the discretion of the classroom teacher for the duration of the class or activity period. If the student is to be removed for additional time, the duration and the conditions for return to class will be determined at a conference between the principal/designee and the teacher. The principal/designee will have the responsibility, if necessary, to consult with the student's case manager. Students removed from class shall be the responsibility of the principal or designee. The principal or designee shall inform the student and the student's parent/guardian of the condition for returning to class.
- D. If a student is frequently removed from class for recurring behaviors, the school district shall notify the parent/guardian and make reasonable attempts to convene a meeting with the student's parent/guardian to discuss the problem that is causing the student to be removed from class.

XII. 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 of 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 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.

The use of exclusionary practices for early learners, as defined in Minnesota Statutes, section 121A.425, is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

- 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 ~~N~~onexclusionary discipline have been exhausted and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action taken by the school administration 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 or designee with a reason for the longer term of suspension. This definition does not apply to dismissal for less than one school day, except as may be provided in federal law for a student with a disability.
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.

3. If a student's total days of removal from school exceeds 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/guardian before subsequently removing the student from school and, with the permission of the parent/guardian, arrange for a mental health screening for the student at the parent/guardian expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent/guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a disability. Each suspension action shall 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/guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent/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 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.
5. 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 towards 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.

6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school 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 student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.
7. 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.
8. The school district recognizes that exclusionary practices impact student's achievement and learning. Therefore, after the school administration notifies a student of the grounds for suspension, the school administration may provide alternative options when possible.
9. 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 of suspension is to take effect, and upon the student's parent/guardian by mail within forty-eight (48) hours of the conference.

10. The school administration shall make reasonable efforts to notify the student's parent/guardian of the suspension by telephone as soon as possible following suspension.
11. 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/guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. 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.

E. 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/guardian.
5. The student and parent/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 their parent/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 the hearing; be accompanied by a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40 - 121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion

proceedings; and informing the student and parent/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 must advise the student's parent/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, or parent/guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student and the parent/guardian and shall be closed unless the student or the parent/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/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 proceedings.
10. If the student designates a representative other than the parent/guardian, the representative must have written authorization from the student and the parent/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/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/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/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 will be made to the school district and served upon the parties within two (2) days after the closing 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 to the student and the reason for ⁷ 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 their parent/guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include preventative strategies and skill building. The School Board recognizes that parent/guardian involvement is important for student success. School administrators are expected to involve the parent/guardian in the admission and readmission process. School administrators will review the Code of Student Conduct and potential responses to future actions. The readmission plan must not obligate the parent/guardian to provide mental health or related medication for their child as a condition of readmission.

XIV. 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, building administrator, or other school district officials 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, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the nonexclusionary disciplinary practices or other sanction, intervention, or resolution in response to the assault given to the student 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.

XV. 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.

XVI. 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 student's IEP team and the student's parent/guardian shall, consistent with federal law, conduct a manifestation determination and determine whether the student's behavior was (i) caused by or had a direct and substantial relationship to the student's disability and (ii) whether the student's conduct was a direct result of a failure to implement the student's IEP. If the student's educational program is appropriate and the behavior was 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 behavior 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 [a](#) Nonresident District (Minnesota Statutes, section 124D.08) at the end of the 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 Option Program if the student is absent without lawful excuse for one or more periods of 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.

A. 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.

XIX. DISTRIBUTION OF POLICY

The school district will notify students and parents/guardians 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 parent/guardian at the commencement of each school year and to all new students and parent/guardian upon enrollment. This policy will also be available upon request in each building administrator's office.

XX. REVIEW OF POLICY

The building administrator and representatives of parent/guardian, 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 assess whether the discipline policy has been enforced. Any recommended changes will be submitted to the Superintendent for consideration by the School Board, which shall conduct an annual review of this policy.

Legal Reference: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40 -121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; and Certain Physical Holds)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students From Class)
Minn. Stat. § 121A.611 (Recess and Other Breaks)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross Reference: WBLASB Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment: Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; **Vaping Awareness and Prevention Instruction**)
WBLASB Policy 501 (School Weapons Policy)
WBLASB Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)

WBLASB Policy 503 (Student Attendance)
WBLASB Policy 505 (Distribution of Non-School-Sponsored
Materials on School Premises by Students and Employees)
WBLASB Policy 514 (Bullying Prevention Policy)
WBLASB Policy 524 (Electronic Technologies Acceptable Use
Policy)
WBLASB Policy 525 (Violence Prevention)
WBLASB Policy 526 (Hazing Prohibition)
WBLASB Policy 527 (Student Use and Parking of Motor Vehicles;
Patrols, Inspections, and Searches)
WBLASB Policy 610 (Student Field Trips, Fees and Fines)
WBLASB Policy 709 (Student Transportation Safety Policy)
WBLASB Policy 711 (Video Recording on School Buses)
WBLASB Policy 712 (Video Surveillance Other Than on Buses)

AGENDA ITEM: **Policy 509, Enrollment of Nonresident Students**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for Finance and Operations**

BACKGROUND:

School Board Policy 509, Enrollment of Nonresident Students, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections III and IV, and the legal references.

The purpose of this policy is to set forth the Open Enrollment application and exclusion procedures used by the school district.

RECOMMENDED ACTION:

Approve School Board Policy 509, Enrollment of Nonresident Students, as recommended by the School Board Policy Committee and Cabinet.

Adopted: August 12, 1996
Revised: June 11, 2001
Revised: January 10, 2005
Revised: November 8, 2007
Revised: June 8, 2015
Revised: June 13, 2022
Revised: _____

*White Bear Lake Area
School District #624 Policy 509*

Revised: December 12, 2011
Revised: November 12, 2018
Revised: September 11, 2023

509 ENROLLMENT OF NONRESIDENT STUDENTS

I. PURPOSE

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes, section 124D.03. It is the purpose of this policy to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

The School Board adopts specific standards for acceptance and rejection of Open Enrollment applications.

III. OPEN ENROLLMENT PROCESS

- A. Open Enrollment applications will be approved, provided that acceptance of the application will not exceed the capacity of a program, excluding special education programs, 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 directives; 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 Minnesota Statutes, section 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 students denied admission due to the limitations on the enrollment of nonresident students.

C. The parent of a student with a disability not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect, in the same manner as the parent of a resident student with a disability, a school in the nonresident district where the child is enrolled in a Head Start program or a licensed child care setting in the nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.

Proof of enrollment in a Head Start program or licensed childcare program within the district is required.

D. A nonresident preschool aged child with a disability open enrolled in the district is required to open enroll for kindergarten.

IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application

In addition to the provisions of Paragraph IIA, the school district may refuse to allow a pupil who is expelled under Minnesota Statutes, section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing, at school or a school function, a dangerous item, including a weapon, device, instrument, 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 a pocket knife with a blade less than two and one-half inches in length;
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.

B. 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 denying the application of a student who was expelled under Minnesota Statutes, section 121A.45 for a reason stated in Paragraph IV.A. or proceeding with exclusion as set out in Section E of this policy.

C. 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.

D. Lotteries

If a school district has more applications than available seats ~~at~~ ~~as~~ 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 a 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.

E. 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, ~~they~~ ~~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.

F. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes, section 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 Minnesota Statutes, chapter 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days **in a school year** if the child is in elementary school or for one or more class periods on seven school days **in a** ~~per~~-school year if the child is in middle school, junior high school or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days **in a school year** and who has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.
 2. The school district may also terminate the enrollment of a nonresident student **over 17** ~~18~~-years of age ~~or older~~ 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 Minnesota Statutes, section 120A.22, subdivision 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/guardians 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/guardians 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.
- G. Notwithstanding the requirement that an application must be approved by the School 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 School Board of **the** nonresident district. The approval of the School Board of the student's resident district is not required.

- Legal Reference:** Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.40 - 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 125A.13 (School of Parents' Choice)
Minn. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions)
Minn. Opp Atty. Gen. No. 169-f (August 13, 1986)
Indep. Sch. District No. 623 v. Minn. Dept. of Educ., Co. No A05-361, 2005
WL 3111963 (Minn. App. 2005) (unpublished)
18 U.S.C. 930, para. (g)(2) (Definition of Weapon)
- Cross Reference:** WBLASB Policy 506 (Student Discipline)
WBLASB Policy 517 (Student Recruiting)

AGENDA ITEM: **Policy 512, School Sponsored Student Publications and Activities**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning**

BACKGROUND:

School Board Policy 512, School Sponsored Student Publications and Activities, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections II, III, IV, and V and the legal references.

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

RECOMMENDED ACTION:

Approve School Board Policy 512, School Sponsored Student Publications and Activities, as recommended by the School Board Policy Committee and Cabinet.

Adopted: August 12, 1996
Revised: January 9, 2012
Revised: May 10, 2021
Revised: July 8, 2024

White Bear Lake Area
School District #624 Policy 512

Revised: _____

512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities.
- B. Expressions and representations made by students in school-sponsored publications and activities are not expressions or representations of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.
- C. Students who believe their right to free expression has been unreasonably restricted in an official student publication or activity may seek a review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after the review is requested.
 - 1. Students producing official school publications and activities shall be under the supervision of a faculty advisor and the school principal. Official publications and activities shall be subject to the guidelines set forth below.
 - 2. Official school publications may be distributed at reasonable times and locations.

III. DEFINITIONS

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

~~B. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.~~

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

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods), "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

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

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

D. "Obscene to minors" means:

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

~~F. "Official school publications" means school newspapers, yearbooks, digital or online e-newsletters or websites, or material produced in communications, journalism, or other writing classes as a part of the curriculum.~~

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

F. "School-sponsored media" means material that is:

- 1.** prepared, wholly or substantially written, published, broadcast, or otherwise disseminated by a student journalist enrolled in the school district;
- 2.** distributed or generally made available to students in the school; and
- 3.** prepared by a student journalist under the supervision of a student media adviser.

School-sponsored media does not include material prepared solely for distribution or transmission in the classroom in which the material is produced, or a yearbook.

G. "Student journalist" means a school district student in grades 6 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares information for dissemination in school-sponsored media.

H. "Student media adviser" means a qualified teacher, as defined in Minnesota Statutes, section 122A.16, that the school district employs, appoints, or designates to supervise student journalists or provide instruction relating to school-sponsored media.

IV. GUIDELINES

A. Except as provided in paragraph B below, a student journalist has the right to exercise freedom of speech and freedom of the press in school-sponsored media regardless of whether the school-sponsored media receives financial support from the school or district, uses school equipment or facilities in its production, or is produced as part of a class or course in which the student journalist is enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent with paragraph B below, a student journalist has the right to determine the news, opinion, feature, and advertising content of school-sponsored media. The school district must not discipline a student journalist for exercising rights or freedoms under this paragraph or the First Amendment of the United States Constitution.

B. Student Expression in ~~an official school publication~~ school-sponsored media, a yearbook, or school-sponsored activity is prohibited when the material:

1. is obscene to minors;
2. is defamatory ~~is libelous or slanderous~~;
3. is profane, harassing, threatening, or intimidating;
4. constitutes an unwarranted invasion of privacy;
5. violates federal or state law;
6. causes a material and substantial disruption of school activities;
7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;
38. advertises or promotes any product or service not permitted for minors by law;
4. ~~encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities~~;
59. expresses or advocates sexual, racial, or religious harassment or violence or prejudice; or
610. is distributed or displayed in violation of time, place, and manner regulations.

C. The school district must not retaliate or take adverse employment action against a student media adviser for supporting a student journalist exercising rights or freedoms under paragraph A above or the First Amendment of the United States Constitution.

D. Notwithstanding the rights or freedoms of this Article or the First Amendment of the United States Constitution, nothing in this Article inhibits a student media adviser from teaching professional standards of English and journalism to student journalists.

~~B. Expression in an official school publication or school-sponsored activity is subject to editorial control by the school district over the style and content as long as the school district's actions are reasonably related to legitimate pedagogical or other district-related concerns. These pedagogical concerns~~ professional standards may include, but are not

limited to, the ~~desire of the school district to maintain the~~ following assurances:

1. assuring that participants learn whatever lessons the activity is designed to teach;
2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;
3. assuring that the views of the individual speaker are not erroneously attributed to a school or the school district;
4. assuring that the school district maintains a neutral position on matters of political controversy;
5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;
6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

C. Time, Place, and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

1. Time

Distribution shall be limited to the hours before the school day begins, during lunch hour, and after school is dismissed.

2. Place

Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entryways, and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

3. Manner

No one shall induce or coerce a student or staff member to accept a student publication.

V. POSTING

The school district must adopt a student journalist policy consistent with Minnesota Statutes, section 121A.80, and post it on the district website.

Legal References: U.S. Const., Amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)
Bystrom v. Fridley High School, I.S.D. No. 14, 822 F.2d 747 (8th Cir. 1987)
Morse v. Frederick, 551 U.S. 393 (2007)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.80 (Student Journalism; Student Expression)

Cross References: WBLASB Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premise by Students and Employees)
WBLASB Policy 506 (Student Discipline)
WBLASB Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

AGENDA ITEM: **Policy 513, Student Promotion, Retention and Program Design**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning**

BACKGROUND:

School Board Policy 513, Student Promotion, Retention and Program Design, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections I, and II.

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

RECOMMENDED ACTION:

Approve School Board Policy 513, Student Promotion, Retention and Program Design, as recommended by the School Board Policy Committee and Cabinet.

Adopted: September 8, 1997
Revised: June 11, 2001
Revised: November 8, 2010
Revised: July 16, 2018
Revised: September 11, 2023

*White Bear Lake Area
School District #624 Policy 513*
Revised: December 14, 2020
Revised: _____

513 STUDENT PROMOTION, RETENTION AND PROGRAM DESIGN

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The School Board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

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

B. Retention

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

C. Program Design

1. The Superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignments can 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 comprehensive achievement and civic readiness. ~~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.

3. The school district 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 gender participation and to under-represented groups, including, but not limited to, low-income, minority, **twice-exceptional** ~~twice, exceptional~~, and English learners.
4. The school district 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; and
 - b. Match the level, complexity, and pact of the curriculum to a student to achieve the best type of academic acceleration for that student.
5. The school district must adopt procedures 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.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program)
Minn. Stat. § 123B.143 Subd.1 (Superintendent)

Cross References: WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 614 (School District Testing Play and Procedure)
WBLASB Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEP, Section 504 Plans, and LEP Students)
WBLASB Policy 618 (Assessment of Student Achievement)
WBLASB Policy 620 (Credit for Learning)

AGENDA ITEM: **Policy 515, Protection and Privacy of Student Records**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning; and Matt Mons, Director of Human Resources and General Counsel**

BACKGROUND:

School Board Policy 515, Protection and Privacy of Student Records, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections II, V, VI, and VIII, and the legal references.

The purpose of this policy is to recognize the school district's responsibility in regard to the collection, maintenance and dissemination of student records and the protection of the privacy rights of students as provided in federal law and state statutes.

RECOMMENDED ACTION:

Approve School Board Policy 515, Protection and Privacy of Student Records, as recommended by the School Board Policy Committee and Cabinet.

Adopted: September 8, 1997
Revised: June 12, 2000
Revised: April 9, 2001
Revised: September 9, 2002
Revised: November 8, 2007
Revised: March 8, 2010
Revised: September 10, 2012
Revised: January 8, 2018
Revised: January 8, 2024

*White Bear Lake Area
School District #624 Policy 515*

Revised: May 9, 2005
Revised: January 14, 2008
Revised: September 12, 2011
Revised: April 14, 2014
Revised: December 14, 2020
Revised: _____

515 PROTECTION AND PRIVACY OF STUDENT RECORDS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code, section 1232g, *et seq.*, (Family Educational Rights and Privacy Act [FERPA]), 34 Code of Federal Regulations, part 99, and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minnesota Rules, parts 1205.0100 - 1205.2000.

III. GENERAL CLASSIFICATION

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.

IV. CONFIDENTIAL RECORDS

- A. “Confidential Record,” means those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student’s parents or to an eligible student.
- B. Pursuant to Minnesota Statutes, chapter 260E, written copies of reports pertaining to a neglected, and/or physically, and/or sexually abused

child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The individual subject, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes, chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes, chapter 260E, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

- C. Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.
- D. To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

V. DIRECTORY INFORMATION

- A. Under federal law, “~~D~~irectory ~~I~~nformation,” ~~under federal law,~~ means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status (e.g., undergraduate or graduate, full-time or part-time); dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational agency or institution attended.

- B~~4~~. Under Minnesota law, a school district may not designate a student's home address, telephone number, email address, or other personal contact information as “directory information.”

- 1~~2~~. The directory information described is the White Bear Lake Area

School District's listing of public information.

- a) Student's name
- b) Photograph
- c) Information provided by the student for inclusion in school-approved publications, including district and school social media sites; yearbooks; electronic newsletters; cable TV or newspapers
- d) Participation in officially recognized activities and sports
- e) Weight and height of members of athletic teams
- f) Names and pictures of students participating in or attending extra-curricular activities, school events, and High School League activities or events
- g) Major field of study
- h) Dates of attendance
- i) Grade level
- j) Enrollment status (i.e., full-time or part-time
- k) Degrees, honors, and awards received
- l) Previous educational agency or institution attended

CB. The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. Disclosure of directory information will be limited to the following individuals, agencies, or parties:
 - a) companies that have a contract with the district to publish yearbooks or distribute class rings;
 - b) organizations that exist to promote the school district's interest, such as parent-teacher organizations and area education foundations; and
 - c) other organizations determined by the district to promote the interests of the district's students.
2. In addition, Military Recruitment Officers and Post-Secondary Educational Institutions are able to request and access Federal Directory Information.

DE. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.

1. The school district shall give annual public notice by any means that are reasonably likely to inform the parents and eligible students of:
 - a. the types of personally identifiable information regarding

students and/or parents that the school district has designated as directory information;

- b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and
- c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

- 2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district, in writing, that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI.C. of this policy.

ED. The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VI. EDUCATIONAL RECORDS

- A. "Educational Record," means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district. For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI.C. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

- B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

- 1. The responsible authority may deny access to private data by a

parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing, setting forth the reasons for denying access to the parent, and must be signed by the minor. Upon receipt of such request, the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination, the responsible authority shall consider the following factors:

- a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
- b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
- c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
- d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
- e. whether the data concerns medical, dental or other health service provided pursuant to Minnesota Statutes, sections 144.341 - 144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Consent Required for Disclosure

The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

E. Prior Consent Not Required for Disclosure

The school district may disclose personally identifiable information from the education records of a student without the written consent of the

parent of the student or the eligible student unless otherwise provided herein; if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines to have a legitimate educational interest in such records;
2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions;
3. To officials of other schools, school districts, or post-secondary educational institutions in which the 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;
4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or their representative, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received;
6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed;
7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction;
8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
10. To comply with a judicial order or lawfully issued subpoena;
11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals;
12. To the juvenile justice system, if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to Section V. of this policy;
14. To military recruiting officers and post-secondary educational institutions pursuant to Section VII. of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the Commissioner of Health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;
18. To the juvenile justice system, upon written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student. The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;
19. To the principal or administrator of the school where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a Superintendent under Minnesota Statutes, section 260B.171. subdivision 3;
20. To the principal or administrator of the school where the student attends if it is information from a peace officer's record of children received by a Superintendent under Minnesota Statutes, section 260B.171, subdivision 5;
21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966;

22. To an agency caseworker or other representative of a State or local child welfare agency; or tribal organization (as defined in section 25 United States Code, section 5304) who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or Tribal law, for the care and protection of the student;
23. When requested, educational agencies or institutions ~~the school district must~~ may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development ~~Education~~, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027 ~~federal reporting purposes~~.

F. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. MILITARY RECRUITMENT OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS DATA DISCLOSURE

- A. The school district will release the names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within 60 days after the date of the request unless a parent or eligible student has refused in writing to release this data.
- B. Annually, the school district will provide public notice by any means that

are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

- C. A parent or eligible student has the right to refuse the release of the name, address, or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must make a written request to the office of the Superintendent within thirty (30) days after the date of the last publication of the public notice.
- D. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section V.D. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

VIII. STATEMENT AND ANNUAL NOTIFICATION OF RIGHTS

- A. 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:
 - 1. That the parent or eligible student has a right to inspect and review the student's education records, except those records which are made confidential by state or federal law and the procedure for inspecting and reviewing education records;
 - 2. That the parent or eligible student has a right to request the 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;
 - 3. The right to a hearing if the school district refuses to amend the education records of a student in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.

4. 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;
 5. That the parent or eligible student has a right to refuse release of students' names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;
 6. 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;
 7. 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;
 8. 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;
 9. The right to be informed about rights under the federal law; and
 10. The right to obtain a copy of this policy at the location set forth in Section XV of this policy.
- B. 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.
- C. The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

IX. LIMITS ON REDISCLOSURE

- A. Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party

without the prior written consent of the parent of the student or the eligible student, except that the officers, employees and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

- B. Subdivision A of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district.
- C. The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section.

XI. PROBLEMS ACCESSING DATA

- A. The Data Practices Compliance Official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data Practices Compliance Official means Superintendent or designee.
- C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

- A. Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA⁷ and the rules promulgated thereunder⁷ shall be submitted in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202.

XIII. WAIVER

A parent or eligible student may waive any of their rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIII^{IV}. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XIV. COPIES OF POLICY

Copies of the school district's policy regarding the protection and privacy of school records are located on the school district's website at <https://www.isd624.org/about/district-policies> and may be obtained at the office of the Superintendent.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32, Subd. 5 (Directory Information)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40 - 121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
Minn. Stat. Ch. 256L (MinnesotaCare)
Minn. Stat. § 260B.171. Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
Minn. Stat. § 480.40 (Personal Information, Dissemination)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304 (Definitions - Tribal Organization)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273 309 (2002)
Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References: WBLASB Policy 413 (Addendum B: Responding to a Racial and

Biased Harm Protocol)
WBLASB Policy 413 (Addendum C: Administrative Guidelines for Transgender and Gender-Expansive Students)
WBLASB Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
WBLASB Policy 417 (Chemical Use and Abuse)
WBLASB Policy 506 (Student Discipline)
WBLASB Policy 519 (Interviews of Students by Outside Agencies)
WBLASB Policy 520 (Student Surveys)
WBLASB Policy 529 (Notification to Staff Regarding Placement of Students with Violent Behavior)
WBLASB Policy 711 (Videotaping on School Bus)
WBLASB Policy 722 (Public Data Requests)
WBLASB Policy 906 (Community Notification of Predatory Offenders)
MSBA School Law Bulletin “I” (School Records - Privacy - Access to Data)

AGENDA ITEM: **Policy 516, Student Medication and Telehealth**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Lisa Ouren, Director of Student Support Services**

BACKGROUND:

School Board Policy 516, Student Medication and Telehealth, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in the title, sections I, III and IV, and the legal and cross references.

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

RECOMMENDED ACTION:

Approve School Board Policy 516, Student Medication and Telehealth, as recommended by the School Board Policy Committee and Cabinet.

Adopted: September 8, 1997
Revised: August 27, 2001
Revised: September 9, 2002
Revised: February 10, 2003
Revised: January 14, 2013
Revised: December 14, 2020
Revised: _____

*White Bear Lake Area
School District #624 Policy 516*

Revised: May 9, 2005
Revised: December 9, 2019
Revised: January 8, 2024

516 STUDENT MEDICATION AND TELEHEALTH

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require drugs or medication during the school day. The school district's licensed school nurse or trained designee will administer medications, except any form of medical cannabis, in accordance with law and school district procedures.

III. DRUG AND MEDICATION REQUIREMENTS

A. Administration of Drugs and Medicine

- 1.** The administration of medication or drugs at school requires a completed "Authorization for Administration of Medication at School" form signed by the student's parent or guardian and medical provider. The school district may rely on an oral parent/guardian request to administer medication for up to two school days, after which a written authorization is required from both the parent/guardian and medical provider.
- 2.** Drugs and medicine subject to Minnesota Statutes, 121A.22 must be administered, to the extent possible, according to school board procedures that must be developed in consultation with:
 - a.** with a licensed nurse, in a district that employs a licensed nurse under Minnesota Statutes, section 148.171;
 - b.** with a licensed school nurse, in a district that employs a licensed school nurse licensed under Minnesota Rules, part 8710.6100;
 - c.** with a public or private health-related organization, in a district that contracts with a public or private health or

health-related organization, according to Minnesota Statutes, 121A.21; or

- d. with the appropriate party, in a district that has an arrangement approved by the Commissioner of the Minnesota Department of Education, according to Minnesota Statutes, 121A.21.

3. Exclusions

The provisions on administration of drugs and medicine above do not apply to drugs or medicine that are:

- a. purchased without a prescription;
- b. used by a pupil who is 18 years old or older;
- c. used in connection with services for which a minor may give effective consent;
- d. used in situations in which, in the judgment of the school personnel, including a licensed nurse, who are present or available, the risk to the pupil's life or health is of such a nature that drugs or medicine should be given without delay;
- e. used off the school grounds;
- f. used in connection with athletics or extracurricular activities;
- g. used in connection with activities that occur before or after the regular school day;
- h. provided or administered by a public health agency to prevent or control an illness or a disease outbreak as provided under Minnesota law;
- i. prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - (1) the school district has received a written authorization each school year from the pupil's parent permitting the student to self-administer the medication;
 - (2) the inhaler is properly labeled for that student; and

- (3) the parent has not requested school personnel to administer the medication to the student.

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

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

- j. epinephrine auto-injectors, consistent with Minnesota Statutes, section 121A.2205, if the parent and prescribing medical professional annually inform the pupil's school in writing that

(1) the pupil may possess the epinephrine or

(2) the pupil is unable to possess the epinephrine and requires immediate access to epinephrine auto-injectors that the parent provides properly labeled to the school for the pupil as needed.

- k. For the purposes of Minnesota Statutes, 121A.22, special health treatments and health functions, such as catheterization, tracheostomy suctioning, and gastrostomy feedings, do not constitute administration of drugs or medicine.

- l. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy.

B. Prescription Medication

1. An "Authorization for Administration of Medication at School" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for

administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minnesota Statutes, section 152.22, subdivision 6.

- 2C.** All medication must come to school in the original container. Prescription medication must be labeled for the student by an authorized medical professional in accordance with law and must be administered in a manner consistent with the instructions on the label and prescriber instructions. The medication cannot be expired.
- 3D.** The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- 4E.** Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (Individual Education Program), Section 504 plan, or IHP (Individual Health Plan).
- 5F.** The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization and container label with new pharmacy instructions shall be required immediately as well.
- 6G.** For drugs or medication used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
- 7H.** The school nurse, or other designated person, shall be responsible for the filing of the "Authorization for Administration of Medication at School" form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
- ~~I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minnesota Statutes, section 121A.21).~~

- 8J.** If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.

~~K. Specific Exceptions:~~

- ~~1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feeding do not constitute administration of drugs and medicine.~~
- ~~2. Emergency health situations in which, in the judgment of the school personnel who are present or available, the risk to the student's life or health is of such a nature that drugs or medicine should be given without delay are not subject to this policy.~~
- ~~3. Drugs or medication provided or administered by a public health agency to prevent or control an illness or a disease outbreak is not governed by this policy.~~
- ~~4. Drugs or medication used at school in connection with services for which a minor may give effective consent are not governed by this policy. The "Authorization for Administration of Medication at School" paperwork signed by a licensed prescriber, must still be on file in the health office.~~
- ~~5. Drugs or medicines that are prescription asthma or reactive airway disease medications may be self-administered by a student with an asthma inhaler if:
 - ~~a. The school district has received a written authorization from the pupil's parent/guardian permitting the student to self-administer the medication;~~
 - ~~b. The inhaler is properly labeled for that student; and~~
 - ~~c. The parent has not requested school personnel to administer the medication to the student.~~~~

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

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

~~6. Medications:~~

- ~~a. that are used off school grounds;~~
- ~~b. that are used in connection with athletics or extracurricular activities; or~~
- ~~c. that are used in connection with activities that occur before or after the regular school day are not governed by this policy.~~

C7. Nonprescription Medication-

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

D8. Possession and Use of Epinephrine Auto-Injectors

At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical

professional must develop and implement an individualized written health plan for a student who is prescribed non-syringe injectors of epinephrine that enables the student to:

- 1a. possess epinephrine auto-injectors; or
- 2b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

For the purposes of this policy, “instructional day” is defined as the student contact day.

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

Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel, including a licensed nurse, to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with Minnesota Statutes, section 121A.2207 is not the practice of medicine.

Effective July 1, 2024, registered nurses may administer epinephrine auto-injectors in a school setting according to a condition-specific protocol as authorized under Minnesota Statutes, section 148.235, subdivision 8. Notwithstanding any limitation in Minnesota Statutes, sections 148.171 to 148.285, licensed practical nurses may administer epinephrine auto-injectors in a school setting according to a condition-specific protocol that does not reference a specific patient and that specifies the circumstances under which the epinephrine auto-injector is to be administered, when caring for a patient whose condition falls within the protocol.

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

E9. Sunscreen

A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed healthcare professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

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

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

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

FN. Procedure regarding unclaimed drugs or medications.

1. The school district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the school district.
2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes, section 152.01, subdivision 4, or is an over-the-counter medication, the school district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.

3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

IV. ACCESS TO SPACE FOR MENTAL HEALTH CARE THROUGH TELEHEALTH

- A. Beginning October 1, 2024, to the extent space is available, the school district must provide an enrolled secondary school student with access during regular school hours, and to the extent staff is available, before or after the school day on days when students receive instruction at school, to space at the school site that a student may use to receive mental health care through telehealth from a student's licensed mental health provider. A secondary school must develop a plan with procedures to receive requests for access to the space.
- B. The space must provide a student privacy to receive mental health care.
- C. A student may use a school-issued device to receive mental health care through telehealth if such use is consistent with the district or school policy governing acceptable use of the school-issued device.
- D. A school may require a student requesting access to space under this section to submit to the school a signed and dated consent from the student's parent or guardian, or from the student if the student is age 16 or older, authorizing the student's licensed mental health provider to release information from the student's health record that is requested by the school to confirm the student is currently receiving mental health care from the provider. Such a consent is valid for the school year in which it is submitted.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.21 (~~School Health Services~~ ~~Hiring of Health Personnel~~)
Minn. Stat. § 121A.216 (Access to Space for Mental Health Care through Telehealth)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)

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

Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)

Minn. Stat. § 148.171 (Definitions; Title)

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

Minn. Stat. § 152.02 (Definitions)

Minn. Stat. § 152.22 (Definitions)

Minn. Stat. § 152.23 (Limitations)

Minn. Rule 8710.6100 (School Nurse)

20 U.S.C. § 1400, *et. seq.* (Individuals with Disabilities Education Act)

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

Cross References: WBLASB Policy 418 (Drug-Free and Alcohol-Free Workplace/Drug Free and Alcohol-Free School)

AGENDA ITEM: **Policy 521, Student Disability
Nondiscrimination**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Lisa Ouren, Director of Student Support
Services**

BACKGROUND:

School Board Policy 521, Student Disability Nondiscrimination, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in section II and the legal references.

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

RECOMMENDED ACTION:

Approve School Board Policy 521, Student Disability Nondiscrimination, as recommended by the School Board Policy Committee and Cabinet.

Adopted: September 8, 1997
Revised: September 11, 2006
Revised: January 11, 2010
Revised: January 14, 2013
Revised: November 13, 2023

White Bear Lake Area
School District #624 Policy 521
Revised: November 9, 2020
Revised: _____

521 STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. COORDINATOR

Persons who have questions, comments, or complaints should contact the Director of Student Support Services. This person is the school district's Americans with Disabilities Act/Section 504 Coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: Minn. Stat. § 363A.03, Subd. 12 (Definitions)
42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)
29 U.S.C. § 794 *et seq.* (~~§ 504 of~~ Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: WBLAS Policy 402 (Disability Nondiscrimination)

AGENDA ITEM: **Policy 524, Internet, Technology, and Cell
Phone Acceptable Use and Safety**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Susan Herder, Director of Technology and
Innovation; and
Matt Mons, Director of Human Resources**

BACKGROUND:

School Board Policy 524, Internet, Technology, and Cell Phone Acceptable Use and Safety, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in the title, sections II, III, IV, VI, VII, IX, X, XI, XII, XIII, XV, and XVI and the legal references.

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the internet, including electronic communications.

RECOMMENDED ACTION:

Approve School Board Policy 524, Internet, Technology, and Cell Phone Acceptable Use and Safety, as recommended by the School Board Policy Committee and Cabinet.

Adopted: September 8, 1997
Reviewed: February 28, 2000
Reviewed: December 10, 2001
Reviewed: May 9, 2011
Reviewed: February 8, 2016
Reviewed: April 13, 2020
Reviewed: January 10, 2022
Reviewed: September 11, 2023

*White Bear Lake Area
School District #624 Policy 524*

Reviewed: January 13, 2014
Reviewed: March 5, 2018
Reviewed: March 1, 2021
Reviewed: January 9, 2023
Revised: _____

524 INTERNET, ELECTRONIC TECHNOLOGIES AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the internet, including electronic communications.

II. DEFINITIONS

- A. The term “users” refers to any person using the district’s electronic technologies.
- B. The term “internet” refers to an electronic communications network that connects computer networks and organizational computer facilities around the world.
- C. The term “network” refers to the district’s intranet or servers, which restricts access to authorized users, which may include students, staff, parents, contractors, vendors, and volunteers.
- D. The term “electronic technologies” refers to, but is not limited to, computers and peripherals, printers, telephones, and the applications they support and/or access.
- E. The term “learning management system (LMS)” refers to a software application for the administration, documentation, tracking, reporting, and delivery of e-learning education supporting any courses or training programs.

III. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. The goal in providing these resources is to facilitate resource sharing, innovation, and communication and to support the mission of the district in ensuring that our students develop a love of learning,

excel academically, are inspired to realize their dreams, and become engaged citizens with a global understanding. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

IV. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district electronic technologies, which includes internet access. It is not the purpose of district electronic technologies to provide students and employees with unlimited access to the internet or to create a limited public forum for the discussion of issues. Access to district electronic technologies is limited to educational purposes, which includes the use of district electronic technologies for classroom activities, educational research, professional or career development activities, and for school administration. Users are expected to use district electronic technologies to further educational and professional goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

V. USE OF DISTRICT ELECTRONIC TECHNOLOGIES AND THE INTERNET IS A PRIVILEGE

The use of the district electronic technologies and access to use of the internet is a privilege, not a right. Acceptable use of the district's electronic technologies is the responsibility of the user. The school district has the right to monitor its district electronic technologies and enforce this policy. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the district electronic technologies or the internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

VI. UNACCEPTABLE USES

- A. Users are responsible for anything set on the network with their name or IP address on it. Users shall not engage in any activity that disrupts or hinders the performance of the district's electronic technologies. While not an exhaustive list, the following uses of the district's electronic technologies are considered unacceptable:
 - 1. Users will not use the district electronic technologies to access, review, upload, download, store, print, post, receive, transmit, or distribute:

- a. pornographic, obscene, or sexually explicit material or other visual depictions that are deemed by the district to be inappropriate and/or otherwise harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Personal use of district electronic technologies must be appropriately limited, consistent with provisions in this and other district policies, and shall not interfere with school duties or responsibilities.
3. Users will not use the district electronic technologies to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, use language that is abusive, hostile, demeaning, disrespectful, or threatening toward another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
4. Users will not use the district electronic technologies to engage in any illegal act or violate any local, state, or federal statute or law.
5. Users will not use the district electronic technologies to vandalize, damage, or disable the property of another person or organization; will not make deliberate attempts to degrade or disrupt equipment, software, or district electronic technologies performance by spreading computer viruses or by any other means; will not tamper with, modify, or change the district electronic technologies software, hardware, or wiring or take any action to violate the school district's security system; and will not use the district electronic technologies in such a way as to disrupt the use of district electronic technologies by other users.

6. Users will not use the district electronic technologies to gain unauthorized access to information resources or to access another person's materials, information, or files without permission.
7. Users will not use the district's electronic technologies to post private information about themselves or another person. This prohibition shall not prevent private information from being posted in the ordinary course of business by school personnel. Private information includes personal contact information about themselves or other persons, or other personally identifiable information including, but not limited to, address, telephone numbers, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - a. This paragraph does not prohibit the posting of employee contact information on school district web pages or communications between employees and other individuals when such communications are made for education-related purposes (e.g., communications with parents or other staff members related to students).
 - b. Employees creating or posting school-related web pages may include personal contact information about themselves on a web page. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information, and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information, but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as “Facebook,” “Twitter,” “Instagram,” “Snapchat,” “TikTok,” “Reddit,” and similar websites or applications.
 - 8. Users will not attempt to gain unauthorized access to district electronic technologies or any other system through district electronic technologies, attempt to log in through another person’s account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the district electronic technologies may not be encrypted without the permission of appropriate school authorities.
 - 9. Users will not use district electronic technologies to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works on the internet.
 - 10. Users will not use district electronic technologies for conducting business, for unauthorized commercial purposes, for promotion of political views or social agendas, including political campaigning, or for financial gain unrelated to the mission of the school district. Users will not use district electronic technologies to offer or provide goods or services or for product advertisement. Users will not use district electronic technologies to purchase goods or services for personal use without authorization from the appropriate school district official.
 - 11. Students in the course of completing assignments, projects, and exams for class, including assignments, projects, and exams involving the use of collaborative and social networking tools on the internet, are expected to abide by the Electronic Technologies Acceptable Use Policy and policies and procedures regarding student discipline, student code of conduct, bullying prevention, copyright, and plagiarism.
- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. Users engaging in the foregoing unacceptable uses of the internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning

lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district electronic technologies and the internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

- C. If a user inadvertently accesses unacceptable materials or an unacceptable internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. In certain rare instances, a user may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VII. FILTER

- A. With respect to any of its computers with internet access, the school district will monitor the online activities of minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter internet access to visual depictions that are obscene, child pornography, violent, or harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

- D. Access to chat rooms, discussion boards, school-issued email, and other forms of direct electronic communications are limited to applications approved by the district and/or hosted within the district domain for the safety and security of minors.
- E. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- F. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

VIII. CONSISTENCY WITH OTHER SCHOOL POLICIES

- A. Use of the school district electronic technologies and use of the internet shall be consistent with school district policies and the mission of the school district.
- B. Students who are permitted to bring their own electronic devices to school will comply with school-specific guidelines for the use of personal electronic devices in school.

IX. NO EXPECTATION OF PRIVACY

- A. By authorizing use of district electronic technologies, the school district does not relinquish control over materials stored or transmitted on district electronic technologies files. Users should expect no privacy in the contents of files on district electronic technologies.
- B. Routine maintenance and monitoring of district electronic technologies may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents/guardians may have the right at any time to investigate or review the contents of their child's files and email files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents/guardians have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and email files. In addition, school district employees should

be aware that data and other materials in files maintained on the district electronic technologies may be subject to review, disclosure, or discovery under Minnesota Statutes, chapter 13 (Minnesota Government Data Practices Act).

- F. The school district will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through district electronic technologies.

X. ELECTRONIC TECHNOLOGIES ACCEPTABLE USE AGREEMENT

- A. The proper use of district electronic technologies and internet, and the educational value to be gained from the proper use of electronic technologies and the internet, is the joint responsibility of students, parents/guardians, and employees of the school district.
- B. The Electronic Technologies Acceptable Use Policy will be referenced in the student handbook and employee handbook, and will be posted on the district website. Paper copies will be available to parents upon request. Supervising teachers will provide guidance and instruction on acceptable use of the internet. Parents may request that their child not use the internet by notifying the school.
- C. All users shall be responsible for the protection and security of their passwords. Users shall have the ability to change passwords and maintain the confidentiality of log-on codes.

XI. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of district electronic technologies is at the user's own risk. District electronic technologies are provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on district electronic technologies. The school district will not be responsible for financial obligations arising through the unauthorized use of district electronic technologies or the internet.

XII. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to electronic technologies acceptable use.
- B. This notification shall include the following:

1. Notification that electronic technologies acceptable use is subject to compliance with school district policies.
2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives or servers, CD, DVD, jump drives, memory sticks, or any other storage device.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from the use of school district resources/accounts to access the internet.
3. A description of the privacy rights and limitations of school-sponsored/managed internet accounts.
4. Notification that, even though the school district may use technical means to limit student internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
5. Notification that goods and services can be purchased over the internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a user through the internet is the sole responsibility of the user.
6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the internet, including electronic communications, is governed by the Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.
8. Notification that all provisions of the Acceptable Use policy are subordinate to local, state, and federal laws.
9. Notification that student email addresses may be provided to district-approved third-party providers for access to educational tools and content.

XIII. PARENT/GUARDIAN RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents/guardians bear responsibility for the same guidance of internet use as they exercise with information sources such as social media, television, telephones, radio, movies, and other possibly offensive media. Parents/guardians are responsible for monitoring their student's use of the district electronic technologies and of the internet if the student is accessing district electronic technologies from home or a remote location.
- B. Parents/guardians will be notified that their students will be using school district resources/accounts to access the internet and that the school district will provide parents the option to request alternative activities not requiring internet access. This notification should include:
 - 1. A copy of the user notification form provided to the student user
 - 2. A description of parent/guardian responsibilities.
 - 3. A notification that the parents/guardians have the option to request alternative educational activities not requiring internet access and the material to exercise this option.
 - 4. A statement that the electronic technologies acceptable use agreement must be signed by the user and the parent or guardian prior to use by the student.
 - 5. A statement that the school district's electronic technologies acceptable use policy is available for parental/guardian review.

XIV. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
 - 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 - 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum,

testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
1. the technology provider's employees or contractors have access to educational data only if authorized; and
 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
1. any location-tracking feature of a school-issued device;
 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or

3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 2. the activity is permitted under a judicial warrant;
 3. the school district is notified or becomes aware that the device is missing or stolen;
 4. the activity is necessary to respond to an imminent threat to life or safety, and the access is limited to that purpose;
 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes, section 121A.031; or
 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or ~~that~~ the student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XVI. CELL PHONE USE

The School Board directs the Superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria.

~~A. Cell phone use at school must conform to the established rules of each school and particular requirements of each teacher. Students also are prohibited from using a cell phone or other electronic communication~~

~~device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.~~

~~B. If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.~~

~~C. Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.~~

XVII. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVIII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate guidelines and procedures necessary to implement this policy for submission to the School Board for approval. Upon approval by the School Board, such guidelines and procedures shall be an addendum to this policy.
- B. The administration shall revise the student and parent/guardian notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district's internet policies and procedures are available for review by all parents, guardians, staff and members of the community.
- D. The School Board shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)

Minn. Stat. § 125B.15 (Internet Access for Students)
 Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Aid)
 15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
 17 U.S.C. § 101 *et seq.* (Copyrights)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
 47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
 47 C.F.R. § 54.520 (FCC regulations implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. **180**, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. American Library Association, 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn, 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: WBLASB Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 WBLASB Policy 406 (Public and Private Personnel Data)
 WBLASB Policy 505 (Distribution of Non-School Sponsored Materials on School Premises by Students and Employees)
 WBLASB Policy 506 (Student Discipline)
 WBLASB Policy 514 (Bullying Prevention Policy)
 WBLASB Policy 515 (Protection and Privacy of Pupil Records)
 WBLASB Policy 519 (Interviews of Students by Outside Agencies)
 WBLASB Policy 521 (Student Disability Nondiscrimination)
 WBLASB Policy 522 (Title IX Student Sex Nondiscrimination Grievance Procedures and Process)
 WBLASB Policy 603 (Curriculum Development)
 WBLASB Policy 604 (Instructional Curriculum)
 WBLASB Policy 606 (Textbooks and Instructional Material)
 WBLASB Policy 806 (Crisis Management Policy)
 WBLASB Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

AGENDA ITEM: **Policy 535, Service Animals on School Property**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Lisa Ouren, Director of Student Support Services**

BACKGROUND:

School Board Policy 535, Service Animals on School Property, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections I, III, IV, V, VII, VIII and XI, and the legal references.

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors on school district property or to a school-sponsored activity.

RECOMMENDED ACTION:

Approve School Board Policy 535, Service Animals on School Property, as recommended by the School Board Policy Committee and Cabinet.

Adopted: December 8, 2014
Revised: June 8, 2020
Revised: June 12, 2023
Revised: _____

White Bear Lake Area
School District #624 Policy 535

535 SERVICE ANIMALS ON SCHOOL PROPERTY

I. PURPOSE

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors on school district property or to a school-sponsored activity.

II. GENERAL STATEMENT OF POLICY

Individuals with disabilities shall be permitted to bring their service animals on school district property or to a school-sponsored activity in accordance with, and subject to, this policy.

III. DEFINITIONS

A. Handler

A "handler" is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, "handler" means the person who cares for and supervises the animal on the individual's behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

B. Service Animal

A "service animal" is a dog (regardless of breed or size) or miniature horse that is individually trained to perform "work or tasks" for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual's disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

C. Trainer

A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

D. Work or Tasks

1. "Work or tasks" are those functions performed by the service animal.
2. Examples of "work or tasks" include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.
3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purpose of this policy.

IV. ACCESS TO PROGRAMS AND ACTIVITIES: PERMITTED INQUIRIES

- A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals on school district property or at a school-sponsored activity where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on school district property; (b) to attend or participate in a school-sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.
- B. It is an unfair discriminatory practice to prohibit a person with a disability from taking a service animal into a public place or conveyance to aid persons with disabilities, and if the service animal is properly harnessed or leashed so that the person with a disability may maintain control of the service animal.
- C. The school district shall not require a person with a disability to make an extra payment or pay an additional charge when taking a service animal into any school district building.
- BD.** When an individual with a disability brings a service animal to a school district property or to a school-sponsored activity, school district employees shall not ask about the nature or extent of a person's

disability⁷ but may make the following two inquiries to determine whether the animal qualifies as a service animal:

1. Is the service animal required because of a disability; and
2. What work or tasks is the service animal trained to perform.

E. School district employees shall not make these inquiries of an individual with a disability bringing a service animal on school district property or to a school-sponsored activity when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.

F. An individual with a disability may not be required to provide documentation¹ such as proof that the animal has been certified, trained, or licensed as a service animal.

V. REQUIREMENTS FOR ALL SERVICE ANIMALS

- A. The service animal must be required for the individual with a disability.
- B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.
- C. A service animal must have a harness, leash, or other tether⁷ unless ~~either~~ the handler is unable¹ because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safety, ~~effect~~ and affect the performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g.¹ voice control, signals, or other effective means).
- D. The service animal must be housebroken.
- E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.
- F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise their service animal, the student's parent/guardian is responsible for

arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise their service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.

- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL

- A. Individuals with a disability seeking to be accompanied by a service animal are required to submit a written request to the building principal or Human Resources office. The recipient of the request will notify the Director of Student Support Services to address such requests.
- B. Students or employees seeking to bring a service animal on school district property or to a school-sponsored activity are required to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.
- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL

- A. A school official may require a handler to remove a service animal from school district property or a school-sponsored activity if:
 - 1. Any of the requirements described in Part V. above are not met.
 - 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
 - 3. The presence of the service animal would fundamentally alter the nature of the service, program or activity; or
 - 4. The service animal behaves in a way that poses a direct threat to the health and safety of others, has a history of such behavior, and/or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.
- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, **and** weight of the miniature horse, **and** whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

IX. ALLERGIES; FEAR OF ANIMALS

If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general, allergies that are not life-threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAM (IEPS) OR SECTION 504 PLANS

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the written request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.

XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES

If an employee seeks to bring an animal onto school property that is not a service animal, the individual ~~s-are~~ **is** required to submit a written request to the Human Resources office. The recipient of the request will notify the Director of Student Support Services to address such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employee.

XII. LIABILITY

- A. The owner of the service animal or non-service animal is responsible for any harm or injury to an individual and for property damage caused by the service animal while on school district property.
- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in the person's possession as a service animal may be subject to criminal liability.

Legal References: Section 504 of the Rehabilitation Act of 1973
28 C.F.R. § 35.014, 28 C.F.R. § 35.130(b)(7), and 28 C.F.R. §35.136
(ADA Regulations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
Minn. Stat. § 256C.02 (Public Accommodations)
Minn. Stat. § 363A.19 (Discrimination Against ~~Blind, Deaf, or Other~~
~~Persons with Physical or Sensory~~ Disabilities Prohibited)
Minn. Stat. § 609.226 (Harm Caused by Dog)
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

Cross-Reference: WBLASB Policy 402 (Disability Nondiscrimination Policy)
WBLASB Policy 521 (Student Disability Nondiscrimination)

AGENDA ITEM: **Policy 601, School District Curriculum and Instruction Goals**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning**

BACKGROUND:

School Board Policy 601, School District Curriculum and Instruction Goals, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections I, II, III, and IV, and the legal references.

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with comprehensive achievement and civic readiness.

RECOMMENDED ACTION:

Approve School Board Policy 601, School District Curriculum and Instruction Goals, as recommended by the School Board Policy Committee and Cabinet.

Adopted: May 26, 1998
Revised: June 11, 2001
Revised: October 11, 2010
Revised: June 13, 2016
Revised: December 14, 2020
Revised: _____

White Bear Lake Area
School District #624 Policy 601

Revised: November 12, 2019
Revised: September 11, 2023

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with **comprehensive achievement and civic readiness** ~~creating the World's Best Workforce.~~

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to **strive for comprehensive achievement and civic readiness** ~~deliver on our mission and support 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. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill(s) that a student must master to complete part or all of an academic standard by the end of the grade level or grade band.
- D. **"Comprehensive achievement and civic readiness" means striving to: meet school readiness goals; 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; have all students graduate from high school; and prepare students to be lifelong learners.**
- ED.** "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color

communities who have been and continue to be harmed and erased through the education system.

- FE.** “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.
- GF.** “Ethnic studies” as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- HG.** “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.
- IH.** “Institutional racism” means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- JJ.** “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- KJ.** “Performance measures” are measures to determine school district, school site, and student progress in striving **for comprehensive achievement and civic readiness** ~~to create the world’s best workforce~~ and must include at least the following:
1. Student performance on the National Assessment of Educational Progress where applicable;
 2. The size of the academic achievement gap; rigorous course taking, including college-level advanced placement; ~~;~~ postsecondary enrollment options; ~~;~~ including concurrent enrollment, other statutorily recognized courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 3. Student performance on the Minnesota Comprehensive Assessments;
 4. High school graduation rates; and
 5. Career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.

~~K. “World’s best workforce” means striving to: meet school readiness goals; 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.~~

IV. LONG-TERM STRATEGIC PLAN

- A. The School Board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with striving for comprehensive achievement and civic readiness ~~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 Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2);
 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 consistent with Minnesota Statutes, section 120B.15 and identify~~ing~~ 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 Minnesota Statutes, section 123B.147, subdivision 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 Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision 5;
 4. Strategies for improving instruction, curriculum, and student achievement, the academic achievement of English Learners, and where practicable, the native language development and the academic achievement of English learners;
 5. A process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in

families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.

6. Education effectiveness practices that:
 - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
 - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
 - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness;
 7. An annual budget for continuing to implement the school district plan; and
 8. Identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
- B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.
- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy 621 (Literacy and the Read Act).

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for the Comprehensive Achievement and Civic Readiness ~~World's Best Workforce~~)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)

Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

AGENDA ITEM: **Policy 603, Curriculum Development**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent
for Teaching and Learning**

BACKGROUND:

School Board Policy 603, Curriculum Development, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections IV, and VI and the legal references.

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

RECOMMENDED ACTION:

Approve School Board Policy 603, Curriculum Development, as recommended by the School Board Policy Committee and Cabinet.

Adopted: October 27, 1997
Revised: June 11, 2001
Revised: December 14, 2009
Revised: January 10, 2011
Revised: March 11, 2013
Revised: November 12, 2019
Revised: September 11, 2023

*White Bear Lake Area School
District #624 Policy 603*

Revised: February 13, 2012
Revised: February 10, 2014
Revised: December 14, 2020
Revised: _____

603 CURRICULUM DEVELOPMENT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY

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.

IV. SYSTEMS ACCOUNTABILITY COMMITTEE

- A. The School Board must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards. The Systems Accountability Committee shall provide assistance at the request of the Superintendent.
- B. The Systems Accountability Committee, to the extent possible, must reflect the diversity of the district and its learning sites, include teachers, parents/guardians, support staff, students, community residents, and administration, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents must comprise at least two-thirds of the committee members.
- C. The Systems Accountability Committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults,

consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.

- D. The school district may establish site teams as subcommittees of the Systems Accountability Committee.
- E. The Systems Accountability Committee must recommend to the School Board:
 - 1. rigorous academic standards, student achievement goals, and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a; 120B.022, subdivisions 1a and 1b; and 120B.35;
 - 2. district assessments;
 - 3. means to improve students' equitable access to effective and more diverse teachers;
 - 4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
 - 5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
 - 6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

V. SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the Board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VI. CURRICULUM DEVELOPMENT PROCESS

- A. 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 all requirements of Minnesota Statutes, section 120A.20, subdivision 1(c). A student's plan under this section shall continue while the student is enrolled.

- B. The Superintendent shall be responsible for keeping the School Board informed of all state-mandated changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for School Board review and approval.
- C. The Superintendent shall have discretionary authority to develop guidelines and directives to implement School Board policy relating to curriculum development.

Legal References

Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness ~~the World's Best Workforce~~)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions ~~Reading Proficiently no Later than the End of Grade 3~~)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 124D.59 (Definitions)
Minn. Rule 3500.0550 (Inclusive Educational Program)
~~Minn. Rules Parts 3501.0640-3501.0655 (Graduation Standards for Language Arts)~~
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0700-3501.0745 (Graduation Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Graduation Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960~~55~~ (Graduation Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References

WBLASB Policy 604 (Instructional Curriculum)
WBLASB Policy 605 (Alternative Programs)
WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 614 (School District Testing Plan and Procedure)
WBLASB Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plan, and LEP Students)
WBLASB Policy 616 (School District System Accountability)
WBLASB Policy 618 (Assessment of Student Achievement)
WBLASB Policy 619 (Staff Development for Standards)

WBLASB Policy 620 (Credit for Learning)

AGENDA ITEM: **Policy 604, Instructional Curriculum**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent
for Teaching and Learning**

BACKGROUND:

School Board Policy 604, Instructional Curriculum, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections II, V, and VI and the legal references.

The purpose of this policy is to provide for the development of course offerings for students.

RECOMMENDED ACTION:

Approve School Board Policy 604, Instructional Curriculum, as recommended by the School Board Policy Committee and Cabinet.

Adopted: September 8, 1997

Revised: January 10, 2011

Revised: March 11, 2013

Revised: February 10, 2014

Revised: June 12, 2023

Revised: _____

*White Bear Lake Area
School District #624 Policy 604*

Revised: June 8, 2020

Revised: September 11, 2023

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. basic communication skills, including reading, writing, literature, and fine arts;
2. mathematics and science;
3. social studies, including history, geography, economics, government, and citizenship ~~that includes civics~~;
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 courses required in all elective subject areas. The instructional approach will be gender-neutral and multicultural.

~~C. Public elementary and middle schools must offer at least three, and require at least two, of the following four arts areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five arts areas: media arts, dance, music, theater, and visual arts.~~

CD. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align

with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

- DE.** The School Board, at its discretion, may offer additional courses in the instructional program at any grade level.
- EF.** 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.
- FG.** The Superintendent shall have discretionary authority to develop guidelines and directives to implement School Board policy relating to instructional curriculum.
- GH.** The school district ~~or charter school~~ may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

- A. 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.

- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

IV. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, 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 and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the School Board does not meet the concerns of the parent, guardian, or adult student. The School Board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

The school district will provide at least one unit in cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) procedures as part of its grade 7 to 12 curriculum.

- A. At the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross, and incorporate psychomotor skills to support the instruction; or
 - 2. 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.
- C. 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.

- D. 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~~ with a disability.

VI. COLLEGE AND CAREER PLANNING

- A. 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 academic 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;
 2. provide educational experiences designed to develop skills defined by the following learned attributes: fundamental learning, flexible and critical thinking, community engagement, character, communication, and teamwork;
 3. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 4. 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;
 5. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 6. help students access education and career options;
 7. 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;

8. 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;
 9. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, 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
 10. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student **on track for graduation**, 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 postsecondary education without the need to first complete remedial coursework.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select a career, career interest, employment goals, or related job training.
 - C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.
 - D. 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, skills, and abilities as the student grows, develops, and learns.
 - E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
 - F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments 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 the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

- Legal References:** Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement
Statewide Academic Standards)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120B.125 (Planning for Students' Successful
Transition to Postsecondary Education and Employment; Personal
Learning Plans)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and
Automatic External Defibrillator Instruction)
- Cross References:** WBLASB Policy 603 (Curriculum Development)
WBLASB Policy 605 (Alternative Programs)

AGENDA ITEM: **Policy 609, Religion and Religious and Cultural Observances**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning**

BACKGROUND:

School Board Policy 609, Religion and Religious and Cultural Observances, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in the title, section III, and the legal references.

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

RECOMMENDED ACTION:

Approve School Board Policy 609, Religion and Religious and Cultural Observances, as recommended by the School Board Policy Committee and Cabinet.

Adopted: September 8, 1997
Revised: June 11, 2001
Revised: December 14, 2009
Revised: November 8, 2010
Revised: February 8, 2021
Revised: _____

White Bear Lake Area
School District #624 Policy 609

Revised: May 9, 2016
Revised: April 8, 2024

609 RELIGION AND RELIGIOUS AND CULTURAL OBSERVANCES

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall neither promote nor disparage any belief pertaining to religion. Instead, the school district encourages all students and employees to have respect for each other's views.
- B. The school district also recognizes that religion has a significant role in the social, cultural, political, and historical development of civilization.
- C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature, each of which may have religious and secular components/aspects.
- D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities, provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

III. RESPONSIBILITY

- A. It shall be the responsibility of the Superintendent to ensure that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:
 - 1. The proposed activity must have a secular purpose.
 - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.

3. The activity must not foster excessive governmental relationships with religion.
 4. Notwithstanding the foregoing guidelines, reasonable efforts must be made to accommodate any student who wishes to be excused from a curricular activity for a religious observance or American Indian cultural practice, observance, or ceremony. The school district must provide annual notice to parents of this policy.
- B. The Superintendent is granted authority to develop and present for School Board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

Legal References: U. S. Const., Amend. I
Minn. Stat. § 120A.22, Subd. 12~~(3)~~ (Compulsory Instruction)
Minn. Stat. § 120A.35 (Absence from School for Religious and Cultural Observances)
Minn. Stat. § 121A. 10 (Moment of Silence)
Good News Club v. Milford Central School, 533 U.S. 98 (2001)
Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290 (2000)
Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. 1251 (2000)
Lemon v. Kurtzman, 403 U.S.602(1971)
Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1, 690F.3d996 (8th Cir. 2012)
Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)
Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)
Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997)
Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980)
Roark v. South Iron R-1 Sch. Dist., 573 F.3d 556 (8th Cir. 2009)
LeVake v. Independent Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)
Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)
Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)
Minn. Op. Atty. Gen. 63 (1940)
Minn. Op. Atty. Gen. 120 (1924)
Minn. Op. Atty. Gen. 121 (1924)

Cross References: WBLASB Policy 801 (Equal Access to Facilities of Secondary Schools)

AGENDA ITEM: **Policy 613, Graduation Requirements**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Superintendent for Teaching and Learning**

BACKGROUND:

School Board Policy 613, Graduation Requirements, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections III, V, and VI, and the legal references.

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

RECOMMENDED ACTION:

Approve School Board Policy 613, Graduation Requirements, as recommended by the School Board Policy Committee and Cabinet.

Adopted: September 8, 1997
Revised: June 11, 2002
Revised: July 18, 2005
Revised: November 8, 2007
Revised: April 11, 2011
Revised: November 12, 2019
Revised: January 8, 2024

*White Bear Lake Area
School District #624 Policy 613*

Revised: December 14, 2009
Revised: February 13, 2012
Revised: September 11, 2023
Revised: _____

613 GRADUATION REQUIREMENTS

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 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. “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. An academic year of study is equivalent to two (2) full credits.
- B. “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.
- C. “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services.
- 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, health, and the arts, ~~and (2) a locally adopted expectation for student learning in health. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.~~

- 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. DISTRICT ASSESSMENT COORDINATOR

The Superintendent or designee shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures.

V. **ASSESSMENT** GRADUATION REQUIREMENTS

A. Graduation Requirements

Students’ state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- 1A. Achievement and career and college readiness ~~tests~~ in mathematics, reading, and writing, consistent with paragraph (k) and to the extent available, to 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, based on analysis of students’ progress and performance data, determine students’ learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and ~~as measured against 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 and which facilitates the:~~
- ~~1. — monitoring of students’ continuous development of and growth in requisite knowledge and skills; analysis of students’ progress and performance levels, identification of students’ academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and~~
 - ~~2. — determination of students’ learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students’ progress and performance data; and~~

- 2B.** 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.
- 3C.** 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.

B.D. Targeted Instruction Plan

- 1.** ~~A~~ ~~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.

- 2E.** Consistent with Minnesota Statutes, sections 120B.13, 124D.09, 124D.091, 124D.49, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college 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. ~~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 are 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 to graduate from high school.~~

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

- C.F.** A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students who enter grade 9 in the Fall of 2025 and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

A. Credit Requirements

1. Eight credits of language arts sufficient to satisfy all academic standards in English language arts;
- 2B. Six credits of mathematics, ~~including an algebra II credit or its equivalent,~~ sufficient to satisfy all of the academic standards in mathematics.
- ~~C. — An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;~~
- 3D. Six credits of science, including at least: (a) one credits sufficient to satisfy all the earth and space science standards for grades 9 through 12, of biology; (b) one credits sufficient to satisfy all the life science standards for grades 9 through 12, of chemistry or physics; and (c) one elective credits sufficient to satisfy all the chemistry or physics standards for grades 9 through 12; 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;
- 4E. Seven credits of social studies, encompassing at least United States history, geography, government and citizenship in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
- 5F. Two credits in the arts sufficient to satisfy all of the ~~state or local~~ academic standards in the arts;
- 6G. Credit sufficient to satisfy the state standards ~~Three credits~~ in physical education ~~and health;~~
- 7H. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family

and consumer science, social studies, or math. ~~One credit in personal finance~~; and

8f. A minimum of twenty-two elective credits.

Bj. Credit ~~e~~**E**quivalencies

1. A trimester class is equivalent to one full academic credit.
2. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph **4E.**, above, if the credit is sufficient to satisfy all of the academic standards in economics.
3. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph **3D.**, above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph **3D.**, above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry ~~or physics~~ academic standards **or all of the physics academic standards** prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph **3D.**, above.
4. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph **2B.** or Paragraph **5F.**, above.
5. A computer science credit may fulfill a mathematics credit requirement under Paragraph **2B.**, above, if the credit meets state academic standards in mathematics.
6. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph **2B.** or Paragraph **3D.**, above, if the credit meets the state academic standards in mathematics or science.
7. 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.

8. Addendum A provides a detailed credit conversion chart for students who entered 9th grade in the Fall of 2024, 2023, and 2022. ~~(Note: One credit of personal finance is required for 9th grade students who started in Fall of 2024 and later.)~~

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
 1. School District Standards, Health (K-12);
 2. School District Standards, Career and Technical Education (K-12); and
 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 1. Minnesota Academic Standards, 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; and
 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes, section 120B.07, upon meeting the following conditions:

- A. All course, standards, and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the Superintendent and School Board.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness~~the World's Best Workforce~~)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments~~Statewide Testing and Reporting System~~)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
~~Minn. Rules Parts 3501.0660 (Graduation Standards for Language Arts)~~
Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through Grade 12)
Minn. Rules Parts 3501.0700-3501.0745 (Academic ~~Graduation~~ Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic ~~Graduation~~ Arts Standards for Kindergarten through Grade 12 ~~for the Arts~~)
Minn. Rules Parts 3501.0900-3501.0960 (Academic ~~Graduation~~ Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic ~~Graduation~~ Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic ~~Graduation~~ Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: WBLASB Policy 601 (School District Curriculum and Instruction Goals)
WBLASB Policy 614 (School District Testing Plan and Procedure)
WBLASB Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
WBLASB Policy 616 (School District System Accountability)
White Bear Lake Area High School Registration Guide

AGENDA ITEM: **Policy 615, Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning;**
Lisa Ouren, Director of Student Support Services

BACKGROUND:

School Board Policy 615, Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections I, III, and IV and the legal references.

The purpose of this policy is to provide adequate opportunity for students identified as having an individualized education program (IEP), Rehabilitation Act of 1973, § 504 accommodation plan (504 plan) or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

RECOMMENDED ACTION:

Approve School Board Policy 615, Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students, as recommended by the School Board Policy Committee and Cabinet.

Adopted: September 8, 1997
Revised: August 27, 2001
Revised: January 10, 2005
Revised: April 12, 2010
Revised: March 12, 2012
Revised: December 14, 2020
Revised: _____

White Bear Lake Area
School District #624 Policy 615

Revised: November 8, 2010
Revised: October 8, 2018
Revised: December 12, 2022

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having an individualized education program (IEP), Rehabilitation Act of 1973, **§ Section** 504 accommodation plan (504 plan) or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
 - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
 - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
 - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and

determine how access to the general curriculum will be provided;

- (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on their ability to function in multiple environments, including home, school, and community;
- (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
- (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

b. MTAS participation decisions must not be made on the following factors:

- (1) Student's disability category;
- (2) Placement;
- (3) Participation in a separate, specialized curriculum;
- (4) An expectation that the student will receive a low score on the MCA;
- (5) Language, social, cultural, or economic differences;
- (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, and determine on a case-by-case basis, how an identified EL student with a disability will participate in statewide testing.
2. Eligibility Requirements

- a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
 - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
 - c. For students in grades that the MTAS is not administered:
 - (1) the student must have cognitive functioning significantly below age level;
 - (2) the student's disability must have a significant impact on their ability to function in multiple environments, including home, school, and community; and
 - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
 - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
 - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
3. Alternate ACCESS participation decisions must not be made on the following factors:
- a. Student's disability category;
 - b. Participation in a separate, specialized curriculum;
 - c. Current level of English language proficiency;
 - d. The expectation that the student will receive a low score on the ACCESS for ELs;
 - e. Language, social, cultural, or economic differences;
 - f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current “Procedures Manual for the Minnesota Assessments” which is produced by the Minnesota Department of Education and available through <http://minnesota.pearsonaccessnext.com/policies-and-procedures>.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments.” and ~~2020-21~~ Guidelines for Administration of Accommodations and Linguistic Supports
http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/Guidelines%20for%20Accomm_2020-21.pdf

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the District Assessment Coordinator (DAC) or designee. The DAC shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References: Minn. Stat § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness ~~the World’s Best Workforce~~)
Minn. Stat § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat § 125A.08 (Individualized Education Programs)
Minn. Rules Parts 3501.06~~6040-3501.0655~~ (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.09~~6055~~ (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS),

<https://education.mn.gov/mdeprod/groups/educ/documents/hidencontent/mdaw/mda2/~edisp/006087.pdf>

Alternate ACCESS for ELLs Participation Guidelines,

<https://education.mn.gov/mdeprod/groups/educ/documents/hidencontent/mdaw/mdq5/~edisp/049763.pdf>

Cross References: WBLASB Policy 601 (School District Curriculum and Instruction Goals)
WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 616 (School District System Accountability)

AGENDA ITEM: **Policy 619, Professional Development for Standards**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning**

BACKGROUND:

School Board Policy 619, Professional Development for Standards, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections II, III and IV and the legal references.

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

RECOMMENDED ACTION:

Approve School Board Policy 619, Professional Development for Standards, as recommended by the School Board Policy Committee and Cabinet.

Adopted: May 26, 1998
Revised: June 11, 2001
Revised: May 9, 2005
Revised: January 11, 2010
Revised: March 4, 2019
Revised: January 9, 2023

*White Bear Lake Area
School District #624 Policy 619*

Revised: April 9, 2012
Revised: November 11, 2019
Revised: _____

619 PROFESSIONAL DEVELOPMENT FOR STANDARDS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. STANDARDS FOR PROFESSIONAL DEVELOPMENT

- A. The district Professional Development Committee, in partnership with building principals, building professional development committees, and district departments, shall address the needs of all staff in prioritizing professional development, which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The School Board will be advised on the planning of professional development opportunities.
- B. The school district shall place a high priority on professional development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Professional development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In-service, staff meeting, and district and building level professional development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Paraeducator. The school district will provide each paraeducator who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraeducator begins supervising or working with students.

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

- B. Teacher/Administrators. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness ~~the World's Best Workforce~~)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals) Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0660 ~~40-3501.0655~~ (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: WBLASB Policy 601 (School District Curriculum and Instruction Goals)
WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 616 (School District System Accountability)

AGENDA ITEM: **Policy 624, Online Instruction**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent
for Teaching and Learning**

BACKGROUND:

School Board Policy 624, Online Instruction, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in sections III, IV, V, and VI and the legal references.

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

RECOMMENDED ACTION:

Approve School Board Policy 624, Online Instruction, as recommended by the School Board Policy Committee and Cabinet.

624 ONLINE INSTRUCTION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part-time in a supervised physical setting and part-time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).

- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).
- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means 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 is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of a teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full-time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family

qualifies for the education tax credit under Minnesota Statutes, section 290.0674, to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.

- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
 - 1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
 - 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; ~~and~~
 - 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit; ~~and~~.
 - 4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.

- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
1. use an application form specified by MDE;
 2. notify the student, the student's guardian if they are age 17 or younger, and **the** enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 5. track student attendance, ~~and~~ monitor academic progress, and communicate with the student, ~~and~~ **the** student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's School Board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the

academic standards in the course it would replace at the enrolling district.

- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
 - 1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
 - 2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
 - 1. provides information to students and families about supplemental online courses;
 - 2. provides academic support information, including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 - 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student, including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.

- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

Legal References: Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
~~Minn. Stat. Ch. 124E (Charter Schools)~~
Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

Cross References: WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 620 (Credit for Learning)

AGENDA ITEM: **Policy 707, Transportation of Public School Students**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for Finance and Operations**

BACKGROUND:

School Board Policy 707, Transportation of Public School Students, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes to this policy are in sections III, V, VI, VII, VIII, IX, X, XI, and XII, and the legal and cross references.

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

RECOMMENDATION:

Approve School Board Policy 707, Transportation of Public School Students, as recommended by the School Board Policy Committee and Cabinet.

Adopted: December 9, 1996

Revised: October 14, 2013

Revised: May 8, 2017

Revised: January 14, 2019

Revised: _____

*White Bear Lake Area
School District #624 Policy 707*

Revised: May 9, 2022

707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. “Child with a disability” includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deaf blind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department ~~Commissioner~~ of Education (“Commissioner”). A licensed physician, an advanced practice nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district’s discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development; is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by

the rules of the Commissioner, is not a child with a disability. ~~(Minn. Stat. § 125A.02)~~

- B. “Home” is the legal residence of the child. In the discretion of the school district, “home” also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student’s parent or guardian as the home of a student for part or all of the day, if requested by the student’s parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. ~~(Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2)~~
- C. “Homeless student” means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances. ~~(42 U.S.C. § 11434a)~~
- D. “Nonpublic school” means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minnesota Statutes, section ~~Stat. § 120A.22~~, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 ~~(42 U.S.C. § 2000d, et seq.)~~. ~~(Minn. Stat. § 123B.41, Subd. 9)~~
- E. “Nonresident student” is a student who attends school in the school district and resides in another district, defined as the “nonresident district.” In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student’s parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. ~~(Minn.~~

~~Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)~~

- F. “Pupil support services” are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located. ~~(Minn. Stat. § 123B.41, Subd. 4)~~
- G. “School of origin,” for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. ~~(42 U.S.C. § 11432(g)(3)(G))~~
- H. “Shared time basis” is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minnesota Statutes, section ~~Stat. § 120A.22~~ by attendance at a nonpublic school. ~~(Minn. Stat. § 126C.01, Subd. 8)~~
- I. “Student” means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. ~~(Minn. Stat. § 123B.41, Subd. 11)~~

IV. ELIGIBILITY

Students who reside within the attendance area of the school and outside the walking area are eligible for transportation at the expense of the school district.

The walking area for each school is determined by the School Board and the distance may vary with the grade level of the student.

The walking distance as established by the School Board is as follows:

Grades K-5	1 mile
Grades 6-12	1.5 miles

Exceptions may be made for students who encounter an extraordinary, persistent hazard walking to and from school, at the discretion of the school district administration.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

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

student's resident district of its decision, in writing, prior to providing transportation. ~~(Minn. Stat. § 123B.88, Subd. 6)~~

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

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NON DISTRICT SCHOOLS

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

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

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

resident school district shall provide the transportation, at the expense of the resident school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a daycare and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district. ~~(Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))~~

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

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district. ~~(42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))~~
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
 - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the

shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district. ~~(42 U.S.C. § 11432(g)(1)(J)(iii)(I))~~

2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. ~~(Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(I))~~
3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. ~~(Minn. Stat. § 125A.51(f))~~
4. A homeless nonresident student enrolled under Minnesota Statutes, section ~~124D.08~~, subdivision ~~2a~~, must be provided transportation from the student's district of residence to and from the school of enrollment. ~~(Minn. Stat. § 123B.92 Subd. 3(c)).~~

IX. AVAILABILITY OF SERVICES

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

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of

transportation, to a student who may be more economically and conveniently provided for by that means. ~~(Minn. Stat. § 123B.88, Subd. 1)~~

XI. RESTRICTIONS

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

XII. FEES

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

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

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)
 Minn. Stat. § 123B.36 (Authorized Fees)
 Minn. Stat. § 123B.41 (~~Educational Aids for Nonpublic School Children~~; Definitions)
 Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.84 (Policy)
 Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
 Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
 Minn. Stat. § 124D.03 (Enrollment Options Program)
 Minn. Stat. § 124D.04 (Options for Enrolling in Adjoining States ~~Enrollment Options Programs in Border States~~)
 Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
 Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
 Minn. Stat. Ch. 125A (Special Education and Special Programs ~~Children With a Disability~~)
 Minn. Stat. § 125A.02 (Children With a Disability; Defined)
 Minn. Stat. § 125A.12 (Attendance in Another District)
 Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
 Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
 Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
 Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
 Minn. Stat. § 126C.01 (~~General Education Revenue~~ Definitions)
 Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
 Minn. Stat. § 190.05 (Definitions)
 Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
 Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
 20 U.S.C. § 1415 (Individuals with Disabilities Education ~~Improvement Act of 2004~~)
 29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
 42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
 42 U.S.C. § 11431, *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
 42 U.S.C. § 12132, *et seq.* (Americans With Disabilities Act)

Cross References: WBLASB Policy 708 (Transportation of Nonpublic School Students)
 WBLASB Policy 709 (Student Transportation Safety Policy)

WBLASB Policy 710 (Extracurricular Transportation)
~~MSBA Service Manual, Chapter 2, Transportation~~

AGENDA ITEM: **Policy 708, Transportation of Nonpublic School Students**

MEETING DATE: **September 9, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for Finance and Operations**

BACKGROUND:

School Board Policy 708, Transportation of Nonpublic School Students, was reviewed by the School Board Policy Committee and Cabinet, had a first reading and is being recommended for a second reading. The changes recommended to this policy are in section III and IV.

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.

RECOMMENDED ACTION:

Approve School Board Policy 708, Transportation of Nonpublic School Students, as recommended by the School Board Policy Committee and Cabinet.

Adopted: December 9, 1996
Revised: September 9, 2013
Revised: March 5, 2018
Revised: January 14, 2019
Revised: September 11, 2023

*White Bear Lake Area
School District #624 Policy 708*

Revised: January 9, 2023
Revised: _____

708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

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 Minnesota Statutes, sections 123B.88 and 123B.92 when applicable.
- B. Upon the request of a parent or guardian, the resident school district must provide school bus transportation to the resident school district boundary for students residing in the resident 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 must be provided whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the resident school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.
- C. The resident school district may provide school bus transportation to a nonpublic school in another school district for students residing in the resident school district and attending that school. The resident district may provide this transportation 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 resident 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 resident school district transports students to a nonpublic school located in another school district, the nonpublic school **must** ~~shall~~ pay the cost of such transportation provided outside the resident school district boundaries.

- D. The school district must 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.
- 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. A nonpublic or charter school student transported by the school district shall comply with school district student bus conduct and student bus discipline policies.
- 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 when such services are provided at the discretion of the school district.

IV. STUDENTS WITH DISABILITIES

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district must 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 resident school district **must** ~~shall~~ provide necessary transportation for that student between the resident school district boundary and the educational facility. The resident school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school **must** ~~shall~~ pay the cost of transportation provided outside the resident school district boundary. 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.
- 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, the student 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.
- C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.
- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication

system: (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.

- E. Any parent or guardian 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 due process procedures provided for in Minnesota Statutes, chapter 125A.

V. APPLICATION OF GENERAL POLICY

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

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

Cross References: WBLASB Policy 707 (Transportation of Public School Students)
WBLASB Policy 709 (Student Transportation Safety Policy)