

MACCRAY ISD 2180
Clara City, MN 56222
High School Media Center
Monday, October 12, 2020
6:00 pm

TENTATIVE AGENDA

- 1.0 Call to Order
- 2.0 Pledge of Allegiance
- 3.0 Approval of the Agenda/Additions/Deletions
- 4.0 Public Comment
- 5.0 Consent Agenda – Action Required
 - 5.1 Adoption of Minutes
 - 5.2 Approve payment of bills and financial report.
 - 5.3 Employment agreement with SAC Paraprofessional – D. Johnson (1 year)
 - 5.4 Approve Brandon Grund as Jr. High football – replacing Justin Tongen (resigned)
 - 5.5 Approve Andrew DuHoux as Football volunteer.
 - 5.6 Approve Brittany Koenen as short-term sub for Jr. High Volleyball.
- 6.0 Communication Report
 - 6.1 Administrative Reports
 - 6.1.1 Update from ICS – Chris Ziemer, Dan Heimenz
 - 6.1.2 Jim Trulock, Activities Director
 - 6.1.3 Judd Wheatley, Elementary Principal
 - 6.1.4 Melissa Sparks, High School Principal
 - 6.1.5 Sherri Broderius, Superintendent
 - 6.2 Committee Reports
- 7.0 Discussion items – No action required
- 8.0 Business items – Action Required
 - 8.1 Motion to approve the first and final reading of Policy 419 – Tobacco-Free Environment.
 - 8.2 Motion to approve the first and final reading of Policy 413 – Harassment and Violence.
 - 8.3 Motion to approve the first and final reading of Policy 601 – School District Curriculum and Instruction Goals.
 - 8.4 Motion to approve the first and final reading of Policy 607 – Organization of Grade Levels.
- 9.0 Upcoming Meetings
- 10.0 Adjournment

**Minutes of the Board of Education
Independent School District #2180
Regular Meeting #3
Monday, Sept. 14, 2020 6:00 PM
HS Media Center/Live Stream**

Members Present: Tate Mueller, Julie Alsum, Scott Ruitter, Debi Brandt, Carmel Thein.
Others Present: Sherri Broderius, Superintendent; Judd Wheatley, Elem. Principal, Kim Sandry, Business Manager, Jim Trulock, Activities.

Vice-Chair Deb Brandt called the meeting to order at 6:00 pm.
Pledge of Allegiance

Motion by Thein, second by Mueller, to approve the agenda as presented.
Motion carried by unanimous vote.

Public comment: None.

Approval of Consent Agenda:

Motion by Alsum, second by Mueller, to approve the consent agenda.
Motion carried by unanimous vote. Deb Brandt abstained due to family member in list.

Adoption of Minutes

Approve payment of bills and financial report.

Approve employment agreement with paraprofessional – J. Wassenaar

Approve employment agreement with paraprofessional – M. Jarveis

Approve employment agreement with paraprofessional – P. Wroblewski

Approve employment agreement with paraprofessional – D. Berghuis

Approve employment agreement with paraprofessional – B. Wubben

Approve employment agreement with Distance Learning Liaison – H. Condon (1 year)

Approve resignation of van driver – A. Jaenisch

Approve employment agreement with Distance Learning Teacher – J. Wheatley (1 year)

Approve employment agreement with SAC Paraprofessional – K. Minke (1 year)

Communications Reports:

Ehlers Bond Finances Update – Ryan Miles via Zoom.

Mr. Trulock – activities update.

Mr. Wheatley: Opening school report.

Ms. Broderius: District update, explanation of Title IX Policy with Jim Menton via Zoom.

Committee Report: none

Business Items:

Motion by Alsum, second by Ruitter, to approve the first and final reading of Policy 522-Title IX.

Motion carried by unanimous vote.

Motion by Ruitter, second by Mueller, to certify the 2020 Payable 2021 Levy for the maximum amount.
Motion carried by unanimous vote.

Meetings and Workshops:

Regular Board Meeting, Monday, October 12, 2020, HS Media Center, 6pm.

Regular Board Meeting, Monday, November 9, 2020, HS Media Center, 6pm.

Truth in Taxation presentation, Monday, December 14, 2020 HS Media Center, 6pm.

Regular Board Meeting, Monday, December 14, 2020, HS Media Center, following TNT meeting.

Adjournment of Meeting

Motion by Thein, second by Alsum, for adjournment.

Motion carried by unanimous vote. Meeting adjourned at 6:59 pm.

Respectfully submitted,

Carmel Thein, Clerk

Kim Sandry, Business Manager

Ind. School District #2180 Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
2180	BND2		51961	5006	Check	1	4559	ICS	Yes	No	No	USD	09/18/2020	263,682.52
Bank Total: \$263,682.52														
2180	Pay		51924		Wire	1	3881	Vanco, Inc	No	No	No	USD	09/09/2020	46.45
2180	Pay		51967		Wire	1	00867	PERA	No	No	No	USD	09/18/2020	13,809.18
2180	Pay		51968		Wire	1	00868	MN Teachers Retirement Assoc.	No	No	No	USD	09/18/2020	28,462.95
2180	Pay		51969		Wire	1	2181	Aviben	No	No	No	USD	09/18/2020	12,255.58
2180	Pay		51970		Wire	1	2385	MN Department of Revenue	No	No	No	USD	09/18/2020	9,268.76
2180	Pay		51971		Wire	1	2875	Internal Revenue Service	No	No	No	USD	09/18/2020	61,023.18
2180	Pay		51803	52963	Check	1	1404	Haug Implement	Yes	No	Yes	USD	09/10/2020	(62.60)
2180	Pay		51882	53016	Check	1	3998	Aercor Inc.	Yes	No	No	USD	09/02/2020	11,716.25
2180	Pay		51879	53017	Check	1	2985	Aviben	Yes	No	No	USD	09/02/2020	207.00
2180	Pay		51878	53018	Check	1	2854	Cory's Hometown Electric	Yes	No	No	USD	09/02/2020	373.68
2180	Pay		51877	53019	Check	1	1922	Frontier	Yes	No	No	USD	09/02/2020	381.96
2180	Pay		51880	53020	Check	1	3962	Indianhead Foodservice Distributor	Yes	No	No	USD	09/02/2020	4,733.26
2180	Pay		51881	53021	Check	1	3985	Little Crow Telemedia Network	Yes	No	No	USD	09/02/2020	32,000.00
2180	Pay		51885	53022	Check	1	4660	MACCRAY Tech Fees	Yes	No	No	USD	09/02/2020	15.00
2180	Pay		51883	53023	Check	1	4233	MCGraw-Hill Education	Yes	No	No	USD	09/02/2020	250.92
2180	Pay		51874	53024	Check	1	00178	Nicklasson Athletic Co.	Yes	No	No	USD	09/02/2020	853.95
2180	Pay		51875	53025	Check	1	00763	Pan-O-Gold Baking Company	Yes	No	No	USD	09/02/2020	67.70
2180	Pay		51876	53026	Check	1	01797	Purchase Power	Yes	No	No	USD	09/02/2020	704.50
2180	Pay		51884	53027	Check	1	4592	Rocket Math	Yes	No	No	USD	09/02/2020	300.00
2180	Pay		51886	53028	Check	1	4761	School Specialty	Yes	No	No	USD	09/02/2020	107.20
2180	Pay		51887	53029	Check	1	00044	City of Clara City	Yes	No	No	USD	09/02/2020	150.00
2180	Pay		51888	53030	Check	1	2923	VISA - CABank	Yes	No	No	USD	09/02/2020	12,355.65
2180	Pay		51913	53031	Check	1	4461	Ahrenholz, Sara	Yes	No	No	USD	09/09/2020	30.00
2180	Pay		51905	53032	Check	1	3109	Anderson's	Yes	No	No	USD	09/09/2020	42.97
2180	Pay		51897	53033	Check	1	1817	Bennett Office Technologies	Yes	No	No	USD	09/09/2020	3,866.88
2180	Pay		51901	53034	Check	1	2450	Brothers Fire Protection Co.	Yes	No	No	USD	09/09/2020	907.00
2180	Pay		51916	53035	Check	1	4751	ChromebookParts.com	Yes	No	No	USD	09/09/2020	51.98
2180	Pay		51893	53036	Check	1	00246	City of Raymond	Yes	No	No	USD	09/09/2020	142.50
2180	Pay		51890	53037	Check	1	00046	Clara City Herald	Yes	No	No	USD	09/09/2020	1,458.40
2180	Pay		51891	53038	Check	1	00048	Clara City Telephone Company	Yes	No	No	USD	09/09/2020	693.99
2180	Pay		51902	53039	Check	1	2854	Cory's Hometown Electric	Yes	No	No	USD	09/09/2020	199.29
2180	Pay		51921	53040	Check	1	4781	Feikema, Megan	Yes	No	Yes	USD	09/09/2020	160.90
2180	Pay		51921	53040	Check	1	4781	Feikema, Megan	Yes	No	Yes	USD	09/10/2020	(160.90)
2180	Pay		51919	53041	Check	1	4772	Garbanzo	Yes	No	No	USD	09/09/2020	149.00
2180	Pay		51920	53042	Check	1	4777	Garcia, Jamie	Yes	No	No	USD	09/09/2020	60.50
2180	Pay		51918	53043	Check	1	4771	Global Language Connections	Yes	No	No	USD	09/09/2020	269.40

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Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
2180	Pay		51892	53044	Check	1	00105	Hillyard / Hutchinson	Yes	No	No	USD	09/09/2020	434.04
2180	Pay		51912	53045	Check	1	4331	Honken, Shayla	Yes	No	No	USD	09/09/2020	61.06
2180	Pay		51908	53046	Check	1	3962	Indianhead Foodservice Distributor	Yes	No	No	USD	09/09/2020	2,022.75
2180	Pay		51899	53047	Check	1	2164	Innovative Office Solutions	Yes	No	No	USD	09/09/2020	19,253.32
2180	Pay		51915	53048	Check	1	4626	Kubota Leasing	Yes	No	No	USD	09/09/2020	583.78
2180	Pay		51898	53049	Check	1	2126	Menards - Willmar	Yes	No	No	USD	09/09/2020	221.03
2180	Pay		51914	53050	Check	1	4540	Meyer, Melissa	Yes	No	No	USD	09/09/2020	31.05
2180	Pay		51896	53051	Check	1	01758	Mitying Electric & Refrig., Inc	Yes	No	No	USD	09/09/2020	147.00
2180	Pay		51906	53052	Check	1	3266	MN State High School Math League	Yes	No	No	USD	09/09/2020	600.00
2180	Pay		51895	53053	Check	1	00763	Pan-O-Gold Baking Company	Yes	No	No	USD	09/09/2020	93.70
2180	Pay		51900	53054	Check	1	2347	Rochester Telecom Systems	Yes	No	No	USD	09/09/2020	139.78
2180	Pay		51907	53055	Check	1	3845	Ross, Aubrey	Yes	No	No	USD	09/09/2020	46.00
2180	Pay		51917	53056	Check	1	4761	School Specialty	Yes	No	No	USD	09/09/2020	36.09
2180	Pay		51910	53057	Check	1	4222	Sherwin-Williams	Yes	No	No	USD	09/09/2020	1,950.00
2180	Pay		51903	53058	Check	1	2916	Staples	Yes	No	No	USD	09/09/2020	78.10
2180	Pay		51894	53059	Check	1	00308	SW & WC Service Cooperative	Yes	No	No	USD	09/09/2020	71,689.81
2180	Pay		51904	53060	Check	1	2943	Sweep Hardware	Yes	No	No	USD	09/09/2020	1,790.52
2180	Pay		51909	53061	Check	1	4066	University of Oregon	Yes	No	No	USD	09/09/2020	350.00
2180	Pay		51911	53062	Check	1	4245	Wheatley, Judd	Yes	No	No	USD	09/09/2020	133.00
2180	Pay		51923	53063	Check	1	1469	Xcel Energy	Yes	No	No	USD	09/09/2020	14.10
2180	Pay		51928	53064	Check	1	4781	Feikema, Megan	Yes	No	No	USD	09/11/2020	80.90
2180	Pay		51926	53065	Check	1	3336	Lakeview Schools	Yes	No	No	USD	09/11/2020	75.00
2180	Pay		51927	53066	Check	1	3908	MACCRAY Community Ed.	Yes	No	No	USD	09/11/2020	80.00
2180	Pay		51925	53067	Check	1	00734	Tostenson, Inc.	Yes	No	No	USD	09/11/2020	245.17
2180	Pay		51943	53068	Check	1	2985	Aviben	Yes	No	No	USD	09/16/2020	50.00
2180	Pay		51953	53069	Check	1	4751	ChromebookParts.com	Yes	No	No	USD	09/16/2020	299.90
2180	Pay		51929	53070	Check	1	00044	City of Clara City	Yes	No	No	USD	09/16/2020	1,671.46
2180	Pay		51934	53071	Check	1	1169	Discount School Supply	Yes	No	No	USD	09/16/2020	28.16
2180	Pay		51931	53072	Check	1	00379	Donners Service Station	Yes	No	No	USD	09/16/2020	248.90
2180	Pay		51944	53073	Check	1	3592	Dooley's Natural Gas	Yes	No	No	USD	09/16/2020	2,364.20
2180	Pay		51950	53074	Check	1	4194	Drex-mart	Yes	No	No	USD	09/16/2020	168.46
2180	Pay		51936	53075	Check	1	1427	East Side Jersey Dairy, Inc	Yes	No	No	USD	09/16/2020	2,231.20
2180	Pay		51952	53076	Check	1	4418	Fun and Function	Yes	No	No	USD	09/16/2020	74.93
2180	Pay		51954	53077	Check	1	4752	Glaeser, Cheryl Kay	Yes	No	No	USD	09/16/2020	2,166.66
2180	Pay		51941	53078	Check	1	2662	G-Sports Wrestling	Yes	No	No	USD	09/16/2020	39.95
2180	Pay		51955	53079	Check	1	4762	Hatch Early Learning	Yes	No	No	USD	09/16/2020	2,062.50
2180	Pay		51945	53080	Check	1	3669	Heartland Payment Systems	Yes	No	No	USD	09/16/2020	409.50
2180	Pay		51930	53081	Check	1	00105	Hillyard / Hutchinson	Yes	No	No	USD	09/16/2020	330.00
2180	Pay		51949	53082	Check	1	3962	Indianhead Foodservice Distributor	Yes	No	No	USD	09/16/2020	2,564.83

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Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
2180	Pay		51956	53083	Check	1 4765		Jolly Reading	Yes	No	No	USD	09/16/2020	8,734.15
2180	Pay		51957	53084	Check	1 4784		Kasella, Mark	Yes	No	No	USD	09/16/2020	120.00
2180	Pay		51935	53085	Check	1 1253		Lindeman, Billy	Yes	No	No	USD	09/16/2020	44.05
2180	Pay		51958	53086	Check	1 4785		Makela, Kim	Yes	No	No	USD	09/16/2020	160.00
2180	Pay		51938	53087	Check	1 2126		Menards - Willmar	Yes	No	No	USD	09/16/2020	45.84
2180	Pay		51933	53088	Check	1 00761		Merle's Repair	Yes	No	No	USD	09/16/2020	66.50
2180	Pay		51951	53089	Check	1 4410		MN PEIP	Yes	No	No	USD	09/16/2020	74,879.24
2180	Pay		51939	53090	Check	1 2407		MRVED	Yes	No	No	USD	09/16/2020	6,740.00
2180	Pay		51948	53091	Check	1 3961		New Dominion School	Yes	No	No	USD	09/16/2020	2,229.21
2180	Pay		51937	53092	Check	1 1936		Palmer Bus Service, Inc	Yes	No	No	USD	09/16/2020	68,970.21
2180	Pay		51946	53093	Check	1 3797		Running Supply Inc.	Yes	No	No	USD	09/16/2020	93.98
2180	Pay		51932	53094	Check	1 00723		Service Lighting Company, Inc.	Yes	No	No	USD	09/16/2020	1,040.36
2180	Pay		51947	53095	Check	1 3839		Sheet Music Plus	Yes	No	No	USD	09/16/2020	67.90
2180	Pay		51940	53096	Check	1 2421		Sonova USA Inc	Yes	No	No	USD	09/16/2020	2,526.99
2180	Pay		51942	53097	Check	1 2735		Tierney	Yes	No	No	USD	09/16/2020	6,075.00
2180	Pay		51960	53098	Check	1 3704		IEA, Inc	Yes	No	No	USD	09/16/2020	1,609.07
2180	Pay		51964	53099	Check	1 4503		Device Repair - Marshall	Yes	No	No	USD	09/18/2020	755.00
2180	Pay		51962	53100	Check	1 00094		Gopher Sport	Yes	No	No	USD	09/18/2020	593.62
2180	Pay		51965	53101	Check	1 4760		Sawas Learning Company LLC	Yes	No	No	USD	09/18/2020	787.23
2180	Pay		51963	53102	Check	1 3554		TRIO Supply Co	Yes	No	No	USD	09/18/2020	166.36
2180	Pay		51973	53103	Check	1 00878		American Family -AFLAC	Yes	No	No	USD	09/18/2020	893.23
2180	Pay		51976	53104	Check	1 2985		Aviben	Yes	No	No	USD	09/18/2020	2,147.33
2180	Pay		51975	53105	Check	1 1039		Citizens Alliance Bank	Yes	No	No	USD	09/18/2020	310.00
2180	Pay		51980	53106	Check	1 4594		Kensington Bank	Yes	No	No	USD	09/18/2020	191.67
2180	Pay		51977	53107	Check	1 3014		LegalShield	Yes	No	No	USD	09/18/2020	12.95
2180	Pay		51974	53108	Check	1 00881		NCBERS Group Life Ins.	Yes	No	No	USD	09/18/2020	32.00
2180	Pay		51979	53109	Check	1 4575		Old National Bank	Yes	No	No	USD	09/18/2020	396.02
2180	Pay		51978	53110	Check	1 3844		United Way of West Central MN	Yes	No	No	USD	09/18/2020	10.00
2180	Pay		51972	53111	Check	1 00023		UNUM Life Insurance Company	Yes	No	No	USD	09/18/2020	260.75
2180	Pay		51981	53112	Check	1 00075		Raymond Printing	Yes	No	No	USD	09/18/2020	2,235.00
2180	Pay		51996	53113	Check	1 4016		Aimich's Market	Yes	No	No	USD	09/23/2020	46.55
2180	Pay		51990	53114	Check	1 2181		Aviben	Yes	No	No	USD	09/23/2020	110.99
2180	Pay		51991	53115	Check	1 2208		Camden Conference	Yes	No	No	USD	09/23/2020	750.00
2180	Pay		51987	53116	Check	1 01432		Chappell Central, Inc.	Yes	No	No	USD	09/23/2020	1,846.69
2180	Pay		51983	53117	Check	1 00138		City of Maynard	Yes	No	No	USD	09/23/2020	285.26
2180	Pay		51999	53118	Check	1 4668		Crosscut Sawmill & Woodworking	Yes	No	No	USD	09/23/2020	271.07
2180	Pay		51998	53119	Check	1 4608		Dufault Publishing Inc	Yes	No	No	USD	09/23/2020	1,400.57
2180	Pay		51982	53120	Check	1 00077		Farmers Coop Oil Co.	Yes	No	No	USD	09/23/2020	295.55
2180	Pay		51995	53121	Check	1 3962		Indianhead Foodservice Distributor	Yes	No	No	USD	09/23/2020	2,274.18

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Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
2180	Pay		51994	53122	Check	1 2508		KDMA	Yes	No	No	USD	09/23/2020	380.00
2180	Pay		52002	53123	Check	1 4787		LearningCity	Yes	No	No	USD	09/23/2020	969.00
2180	Pay		51984	53124	Check	1 00267		MARC	Yes	No	No	USD	09/23/2020	1,200.00
2180	Pay		51989	53125	Check	1 2126		Menards - Willmar	Yes	No	No	USD	09/23/2020	60.12
2180	Pay		52003	53126	Check	1 4788		Minke, Kathy	Yes	No	No	USD	09/23/2020	44.00
2180	Pay		51997	53127	Check	1 4553		Nordic Solar HoldCo Phase 2, LLC	Yes	No	No	USD	09/23/2020	13,083.27
2180	Pay		51992	53128	Check	1 2284		Northern Business Products	Yes	No	No	USD	09/23/2020	1,843.00
2180	Pay		51985	53129	Check	1 00763		Pan-O-Gold Baking Company	Yes	No	No	USD	09/23/2020	114.00
2180	Pay		51988	53130	Check	1 1483		Renaissance Learning, Inc.	Yes	No	No	USD	09/23/2020	11,637.00
2180	Pay		52000	53131	Check	1 4760		Sawas Learning Company LLC	Yes	No	No	USD	09/23/2020	8,167.39
2180	Pay		51993	53132	Check	1 2401		Scholastic Inc.	Yes	No	No	USD	09/23/2020	159.92
2180	Pay		52001	53133	Check	1 4761		School Specialty	Yes	No	No	USD	09/23/2020	11.10
2180	Pay		51986	53134	Check	1 00844		West Central Sanitation, Inc.	Yes	No	No	USD	09/23/2020	803.88
2180	Pay		52006	53135	Check	1 00267		MARC	Yes	No	No	USD	09/23/2020	58.41
2180	Pay		52007	53136	Check	1 1268		Jim's Clothing & Sporting Good	Yes	No	No	USD	09/25/2020	1,777.45
2180	Pay		52008	53137	Check	1 4029		McGraw-Hill School Education Holdings, LI	Yes	No	No	USD	09/25/2020	1,025.60
2180	Pay		52009	53138	Check	1 3231		Post Master	Yes	No	No	USD	09/25/2020	240.00
2180	Pay		52010	53139	Check	1 3231		Post Master	Yes	No	No	USD	09/25/2020	240.00
2180	Pay		52018	53140	Check	1 2359		Amazon.com	Yes	No	No	USD	09/30/2020	7,592.76
2180	Pay		52027	53141	Check	1 4163		Dakota Mailing & Shipping Equipment, Inc.	Yes	No	No	USD	09/30/2020	172.00
2180	Pay		52017	53142	Check	1 1922		Frontier	Yes	No	No	USD	09/30/2020	381.96
2180	Pay		52019	53143	Check	1 2541		Haug-Kubota LLC	Yes	No	No	USD	09/30/2020	372.50
2180	Pay		52012	53144	Check	1 00105		Hillyard / Hutchinson	Yes	No	No	USD	09/30/2020	1,237.38
2180	Pay		52025	53145	Check	1 3962		Indianhead Foodservice Distributor	Yes	No	No	USD	09/30/2020	2,460.29
2180	Pay		52020	53146	Check	1 3333		LacQuiParle Schools	Yes	No	No	USD	09/30/2020	75.00
2180	Pay		52024	53147	Check	1 3960		MACCRAY Class of 2021	Yes	No	No	USD	09/30/2020	15.00
2180	Pay		52026	53148	Check	1 4042		MACCRAY Class of 2022	Yes	No	No	USD	09/30/2020	495.00
2180	Pay		52028	53149	Check	1 4271		MACCRAY Class of 2023	Yes	No	No	USD	09/30/2020	345.00
2180	Pay		52029	53150	Check	1 4495		MACCRAY Class of 2024	Yes	No	No	USD	09/30/2020	570.00
2180	Pay		52030	53151	Check	1 4708		MACCRAY Class of 2025	Yes	No	No	USD	09/30/2020	480.00
2180	Pay		52016	53152	Check	1 1750		MSBA	Yes	No	No	USD	09/30/2020	50.00
2180	Pay		52015	53153	Check	1 1585		NCS Pearson, Inc.	Yes	No	No	USD	09/30/2020	392.52
2180	Pay		52013	53154	Check	1 00178		Nicklasson Athletic Co.	Yes	No	No	USD	09/30/2020	1,895.35
2180	Pay		52022	53155	Check	1 3576		Ortonville Schools	Yes	No	No	USD	09/30/2020	75.00
2180	Pay		52023	53156	Check	1 3839		Sheet Music Plus	Yes	No	No	USD	09/30/2020	149.10
2180	Pay		52021	53157	Check	1 3554		TRIO Supply Co	Yes	No	No	USD	09/30/2020	315.84
2180	Pay		52014	53158	Check	1 00277		Whitney Music	Yes	No	No	USD	09/30/2020	81.50
2180	Pay		52031	53159	Check	1 4782		KZ Sales, Inc.	Yes	No	No	USD	09/30/2020	720.50
2180	Pay		52032	53160	Check	1 01216		Lakeshore Learning Materials	Yes	No	No	USD	09/30/2020	97.89

**Ind. School District #2180
Payment Reg by Bank and Check**

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
2180	Pay		52033	53161	Check	1	1936	Palmer Bus Service, Inc	Yes	No	No	USD	09/30/2020	14,415.57
Bank Total: \$575,438.15														
2180	SA		51889	21807	Check	1	2923	VISA - CABank	Yes	No	No	USD	09/02/2020	514.80
2180	SA		51922	21808	Check	1	4130	Nett, Heather	Yes	No	No	USD	09/09/2020	90.00
2180	SA		51959	21809	Check	1	4642	Outlaw Graphix	Yes	No	No	USD	09/16/2020	861.00
2180	SA		51966	21810	Check	1	3621	Minnesota FFA	Yes	No	No	USD	09/18/2020	169.00
2180	SA		52004	21811	Check	1	00077	Farmers Coop Oil Co.	Yes	No	No	USD	09/23/2020	329.98
2180	SA		52005	21812	Check	1	4371	Pieper, Rhonda	Yes	No	No	USD	09/23/2020	73.76
Bank Total: \$2,038.54														
Report Total: \$841,159.21														

**Ind. School District #2180
Exp Summary - Fd, Pro Series
Period Ending September 30, 2020**

Sequence: Fd, Pro

		21ORIG				% YTD		Remaining
Description		Annual Budget	Period 202103	Year To Date	% YTD	Encumbrances	+ Enc	Balance
01	General							
	000 Administration	668,583.00	26,279.45	148,052.06	22%	31,929.93	27%	488,601.01
	100 District Support Services	292,865.00	8,827.01	45,013.22	15%	30,938.94	26%	216,912.84
	200 Elem & Secondary Regular Instr	4,201,440.00	156,852.34	225,413.65	5%	209,811.51	10%	3,766,214.84
	300 Vocational Education Instr	210,757.00	7,299.60	8,959.25	4%	17,586.93	13%	184,210.82
	400 Special Education Instr	1,662,398.00	74,077.67	82,824.16	5%	127,844.53	13%	1,451,729.31
	600 Instructional Support Services	381,138.00	12,549.62	60,457.89	16%	135,514.08	51%	185,166.03
	700 Pupil Support Services	948,870.00	8,860.24	60,829.47	6%	78,668.04	15%	809,372.49
	800 Sites & Buildings	722,520.00	16,216.74	119,942.52	17%	52,580.51	24%	549,996.97
	900 Fiscal & Other Fixed Costs	96,000.00	0.00	104,517.38	109%	0.00	109%	(8,517.38)
01	General	9,184,571.00	310,962.67	856,009.60	9%	684,874.47	17%	7,643,686.93
02	Food Service							
	700 Pupil Support Services	499,585.00	15,754.09	33,570.59	7%	32,428.10	13%	433,586.31
02	Food Service	499,585.00	15,754.09	33,570.59	7%	32,428.10	13%	433,586.31
04	Community Service							
	500 Community Ed & Services	550,483.00	20,779.75	36,668.32	7%	28,058.21	12%	485,756.47
04	Community Service	550,483.00	20,779.75	36,668.32	7%	28,058.21	12%	485,756.47
05	Capital Outlay							
	200 Elem & Secondary Regular Instr	0.00	0.00	0.00	0%	26,763.15	0%	(26,763.15)
	600 Instructional Support Services	66,000.00	0.00	59,494.49	90%	(41,994.46)	27%	48,499.97
	800 Sites & Buildings	295,151.00	0.00	72,643.00	25%	2,753.69	26%	219,754.31
05	Capital Outlay	361,151.00	0.00	132,137.49	37%	(12,477.62)	33%	241,491.13
07	Debt Redemption							
	900 Fiscal & Other Fixed Costs	2,205,070.00	0.00	522,513.78	24%	0.00	24%	1,682,556.22
07	Debt Redemption	2,205,070.00	0.00	522,513.78	24%	0.00	24%	1,682,556.22
Report Totals:		12,800,860.00	347,496.51	1,580,899.78	12%	732,883.16	18%	10,487,077.06

INVESTMENTS OUTSTANDING

June 30, 2020

MSDMAX Fund – MSDLAF

MSDMAX Fund Balance as of June 30, 2020	\$2,266.31
Interest - July 31, 2020	\$.39
Interest – August 31, 2020	\$.29
Interest – Sept. 30, 2020	\$.23
BALANCE	<u>\$2,267.22</u>

LIQUID ASSET FUND

Money Market Balance as of June 30, 2020	\$1,542.25
Interest – July 31, 2020	\$.14
Interest – August 31, 2020	\$.07
Interest – Sept. 30, 2020	\$.05
BALANCE	<u>\$1,542.51</u>

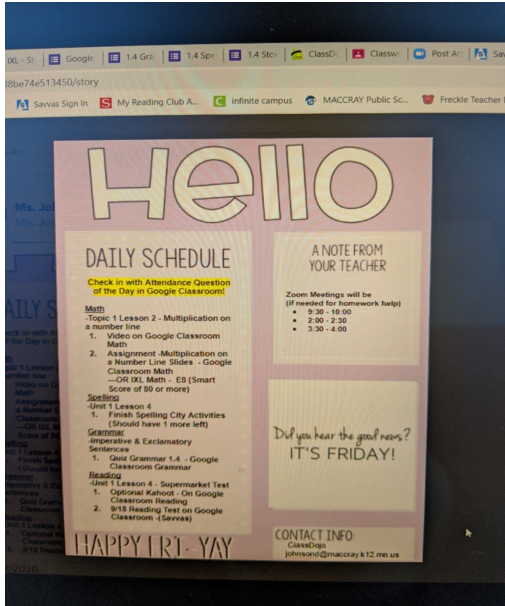
Heritage Bank N.A. (Savings)

Balance on June 30, 2020	\$46,030.28
Interest – July 31, 2020	\$12.90
Interest – August 31, 2020	\$12.20
Interest – Sept. 30, 2020	\$9.84
BALANCE	<u>\$46,065.22</u>

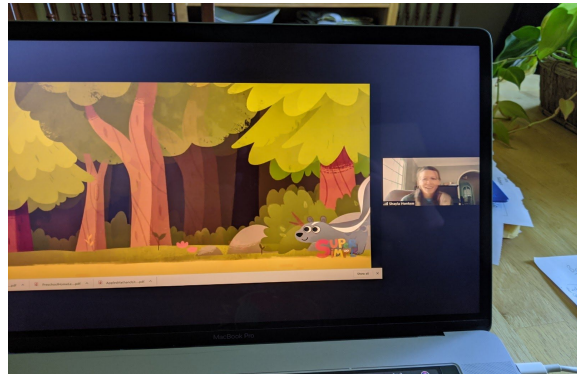
Citizens Alliance Bank Special Money Market Savings

Balance as of June 30, 2020	\$4,215,124.28
Interest – July 31, 2020 (Transfer out \$550,000)	\$1002.07
Interest – Aug. 31, 2020 (Transfer in \$200,000)	957.12
Interest – Sept. 30, 2020 (Transfer in \$200,000)	\$1001.20
BALANCE	<u>\$4,068,084.67</u>

Distance Learning Photos - 9/14/2020 - 9/25/2020



Sample Schedule

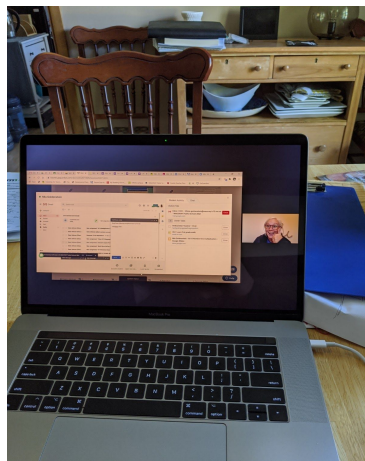


PK Sing Along

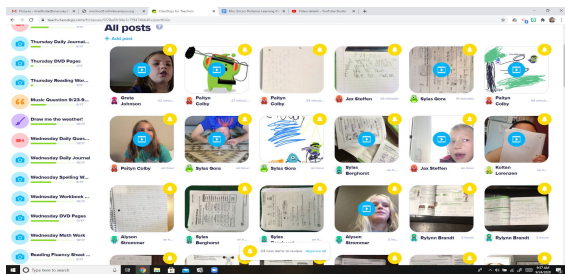


MN History

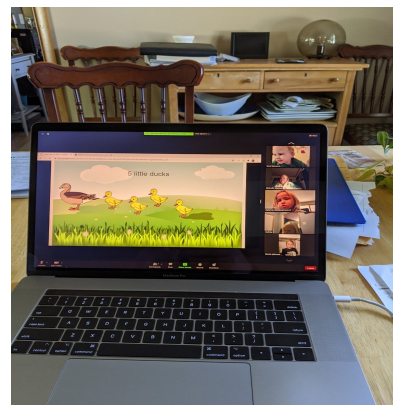
PK2 Sing Along



Go Guardian Explanation

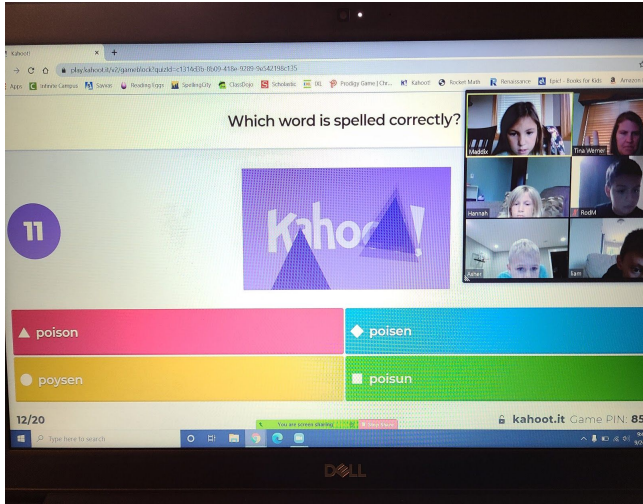


Math Work Check-in

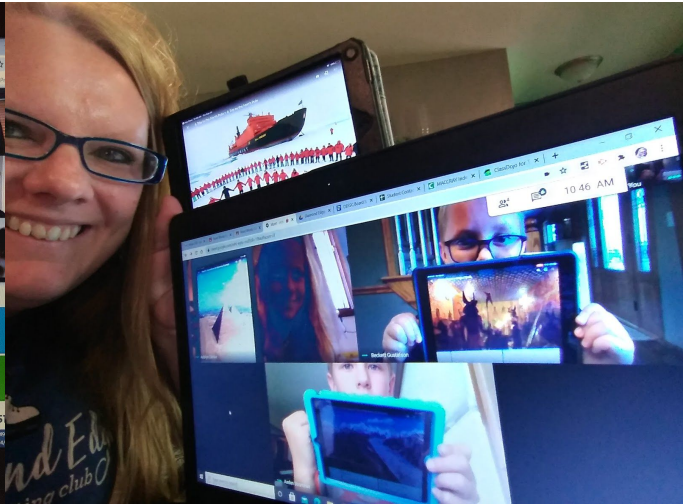


Distance Learning Photos - 9/14/2020 - 9/25/2020

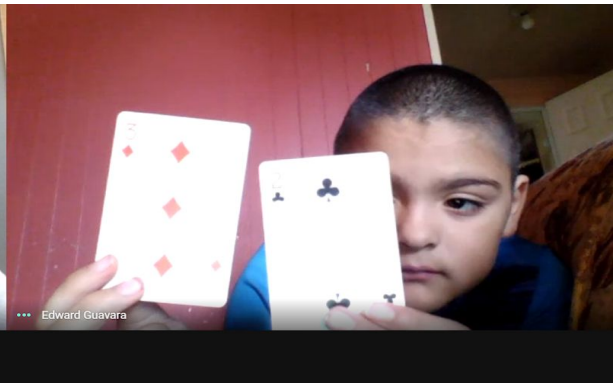
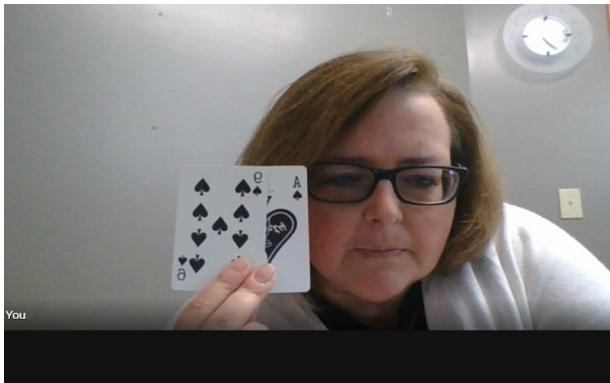
Vocab Kahoot



Virtual Reality Tours



Class Sessions



Multiplication Top-Up Game

MACCRAY High School Board Report



Fresh fruits and vegetables from our garden for lunch.

**Submitted by: Melissa Sparks
October 2020**

World's Best Workforce: This is the annual report that we submit to the state on our progress as a district. A large part of the report includes test scores. MDE is aware of the potential implications in submitting this year's report due to COVID and the fact that schools did not give the MCAs last spring. New guidance on how to complete the report will be coming soon.

Cold Weather Plan for Band: Bethany Reformed Church has graciously allowed us to use their gym on cold weather days for PE class so that we can have our high school band socially distance and rehearse in our gym.

Substitute Teachers and Paras: It has been very difficult to find available people to substitute. A special thank you goes out to the staff for their willingness to continually give up their preparation time in order to substitute for a fellow colleague.

Fine Arts Department: Just like our student athletes, our fine arts students are itching to perform. Joel Gronseth and Aubrey Ross are working to come up with safe, socially distanced performances that we can livestream on our YouTube channel.

Breakfast: Now that we are "all in" we have changed our morning breakfast routine. Two students from each advisory pick up the breakfast from the rest of their advisory. This change was made as a safety precaution.

10-7-2020

Superintendent Report

1. At this writing we are “all in safely” at MACCRAY PK through 12th Grade. At any given time that could change. We all know that now. I stay in continual contact with Kandiyohi and Countryside Public Health. Additionally, I am meeting with our Advisory Team twice a month whether we need to or not. I will report on the results of that meeting on Monday night. We have recently added Kris Boike from CPH AND Shelly Maes from the Regional Support Team with the Service Coop. It’s good to have them with us.
2. The four policies you have before you in this packet are the only four that MSBA is recommending we update due to last spring’s legislative action. Usually there are about 25 but like most things COVID impacted legislative work too. (I await information from MSBA on Policy 516 as their language does not match MDH recommendations.)
3. Kim and I continue to attend to the various COVID revenue sources. Kim specializes in maximizing each source as we both consider as many options as we can to support our COVID expenses. Just this week we got notice that COVID will pay for \$33,900 in custodial equipment to make the work of the custodians more efficient and allow more time to do specialized cleaning and sanitizing in classrooms, bathrooms and high touch areas everywhere. MACCRAY received \$20,000 from Kandiyohi County and we have not yet heard from Chippewa County.
4. MACCRAY Administration has been working with Sourcewell Technology to secure a PK-12 technology plan for digital citizenship and overall technology safety for our students. At this writing we await a final response for a cumulative plan for our district. We will then tweak it as we see developmentally appropriate and continue to work toward a parallel information system for parents.

	Bond Building Account		Balance
Feb. 2020	Beginning Deposit		\$ 40,433,366.60
	Deposits	\$ 17,070.73	\$ 40,450,437.33
Mar-20	Deposits	\$ 127,015.64	\$ 40,577,452.97
	Withdrawals	\$ (539,281.39)	\$ 40,038,171.58
Apr-20	Deposits	\$ 80,723.65	\$ 40,118,895.23
	Withdrawals	\$ (204,511.01)	\$ 39,914,384.22
May-20	Deposits	\$ 901,656.08	\$ 40,816,040.30
	Withdrawals	\$ (724,901.83)	\$ 40,091,138.47
Jun-20	Deposits	\$ 149,260.82	\$ 40,240,399.29
	Withdrawals	\$ (291,602.94)	\$ 39,948,796.35
Jul-20	Deposits	\$ 87,074.70	\$ 40,035,871.05
	Withdrawals	\$ (321,581.56)	\$ 39,714,289.49
Aug-20	Deposits	\$ 185,675.57	\$ 39,899,965.06
	Withdrawals	\$ (321,898.70)	\$ 39,578,066.36
Sep-20	Deposits	\$ 61,265.95	\$ 39,639,332.31
	Withdrawals	\$ (356,797.69)	\$ 39,282,534.62

INDEPENDENT SCHOOL DISTRICT NO. 2180
HARASSMENT AND VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Harassment and Violence

Independent School District No. 2180 maintains a firm policy prohibiting all forms of discrimination. Harassment or violence against students or employees or groups of students or employees on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability is strictly prohibited. All persons are to be treated with respect and dignity. Harassment or 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, including gender identity and expression, or disability by any pupil, teacher, administrator, or other school personnel, which create an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Complainant _____

Home Address _____

Work Address _____

Home Phone _____ Work Phone _____

Date of Alleged Incident(s) _____

Basis of Alleged Harassment/Violence - circle as appropriate: race \ color \ creed \ religion \ national origin \ sex \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation, including gender identity and expression \ disability

Name of person you believe harassed or was violent toward you or another person or group.

If the alleged harassment or violence was toward another person or group, identify that person or group._

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.) _____

Where and when did the incident(s) occur? _____

List any witnesses that were present _____

This complaint is filed based on my honest belief that _____ has harassed or has been violent to me or to another person or group. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

(Complainant Signature) (Date)

Received by _____
(Date)

Adopted: _____

MSBA/MASA Model Policy 413

Orig. 1995

Revised: _____

Rev. ~~2015~~ 2017

413 HARASSMENT AND VIOLENCE

[Note: State law (Minn. Stat. § 121A.03) requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms with the Minnesota Human Rights Act, Minn. Stat. Ch. 363A (MHRA). This policy complies with that statutory requirement and addresses the other classifications protected by the MHRA and/or federal law. While the recommendation is that school districts incorporate the other protected classifications, in addition to sex, religion, and race, into this policy, they are not specifically required to do so by Minn. Stat. § 121A.03. The Minnesota Department of Education (MDE) is required to maintain and make available a model sexual, religious, and racial harassment policy in accordance with Minn. Stat. § 121A.03. MDE's policy differs from that of MSBA and imposes greater requirements upon school districts than required by law. For that reason, MSBA recommends the adoption of its model policy by school districts. Each school board must submit a copy of the policy the board has adopted to the Commissioner of MDE.]

I. PURPOSE

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

[Note: The Minnesota Human Rights Act defines "sexual orientation" to include "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness." Minn. Stat. § 363A.03, Subd. 44.]

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, ~~gender~~, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, ~~gender~~, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other

school district personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, ~~gender~~, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or 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 district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's race, color, creed, religion, national origin, sex, ~~gender~~, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.
- 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 race, color, creed, religion, national origin, sex, ~~gender~~, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who is 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, ~~gender~~, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability when the conduct:
 - 1. has the purpose or effect of creating an intimidating, hostile, or offensive working 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 any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - 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 with:
 - a. their parent or parents or the minor's legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. 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 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 having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.

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. Sexual Harassment; Definition
1. Sexual harassment consists of 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 or unreasonably interfering with an individual’s employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
 2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) 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 gender sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 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, whether that person is of the same sex or the opposite sex;
 - 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.

H. 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, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability 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 which 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 available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. 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. 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.
- D. In Each School Building. The building principal, the principal's designee, or the 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 receives 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.
- E. 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.
- F. 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.

- G. In the District. The school board hereby designates Sherril Broderius, Superintendent 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 a human rights officer, the complaint shall be filed directly with the superintendent.¹
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. 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.
- J. Use of formal reporting forms is not mandatory.
- K. 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.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. 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.

¹ In some school districts the superintendent may be the human rights officer. If so, an alternative individual should be designated by the school board.

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.
- 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 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, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who 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, 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 Minn. Stat. § 626.556 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, ~~and~~ resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

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. § 626.556 *et seq.* (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 (Rehabilitation Act of 1973, § 504)
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: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal)

of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect
or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment
of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil
Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety
Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital
Status Nondiscrimination)

Adopted: _____

MSBA/MASA Model Policy 413

Orig. 1995

Revised: 10/12/2020

Rev. 2021

413 HARASSMENT AND VIOLENCE

[Note: State law (Minnesota Statutes, section 121A.03) requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms with the Minnesota Human Rights Act, Minnesota Statutes, section 363A (MHRA). This policy complies with that statutory requirement and addresses the other classifications protected by the MHRA and/or federal law. While the recommendation is that school districts incorporate the other protected classifications, in addition to sex, religion, and race, into this policy, they are not specifically required to do so by Minnesota Statutes, section 121A.03. The Minnesota Department of Education (MDE) is required to maintain and make available a model sexual, religious, and racial harassment policy in accordance with Minnesota Statutes, section 121A.03. MDE's policy differs from that of MSBA and imposes greater requirements upon school districts than required by law. For that reason, MSBA recommends the adoption of its model policy by school districts. Each school board must submit a copy of the policy the board has adopted to the Commissioner of MDE.]

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, or disability (Protected Class).

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district 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 district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district 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 include school board members, school employees, agents, volunteers, contractors, or 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 district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district

personnel or group of students, teachers, administrators, or other school district 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, including gender identity or expression, or disability, when the conduct:
1. has the purpose or effect of creating an intimidating, hostile, or offensive working 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 with:
 - a. their parent or parents or the minor’s legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment or discrimination 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 having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
 - 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. 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 include, but is not limited to:
- a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) 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.

G. 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.

H. 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 he or she has 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 available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. 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. 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.
- D. In Each School Building. The building principal, the principal's designee, or the 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 receives 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.

- E. 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.
- F. 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.
- G. In the District. The school board hereby designates _____ 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 a human rights officer, the complaint shall be filed directly with the superintendent.¹
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. 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.
- J. Use of formal reporting forms is not mandatory.
- K. 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.

¹ In some school districts the superintendent may be the human rights officer. If so, an alternative individual should be designated by the school board.

- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. 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.
- 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, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who 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.

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: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
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MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Adopted: _____

MSBA/MASA Model Policy 419

Orig. 1995

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Rev. ~~2019~~2020

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

[Note: School districts are not required by statute to have a policy addressing these issues. However, Minn. Stat. § 144.416 requires that entities that control public places must make reasonable efforts to prevent smoking in public places, including the posting of signs or any other means which may be appropriate. Additionally, Minn. Stat. § 120B.238 requires that vaping prevention instruction be provided as set forth in this policy.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

[Note: The following language is not required by law but is recommended by MSBA for inclusion in this policy.]

D. *The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.*

III. ~~TOBACCO, AND TOBACCO-RELATED DEVICES, AND VAPING~~ DEFINED DEFINITIONS

~~A.~~ A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, -intended for human consumption ~~that can be used by a person to simulate smoking in the delivery of nicotine or any other substance~~ through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. ~~Electronic delivery device does not include any product that has been approved or certified by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is marketed and sold for such an approved purpose.~~ excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

~~A.B.~~ “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.

~~C.B.~~ “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any ~~tobacco product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose~~ drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

~~D.E.~~ “Tobacco-related devices” means cigarette papers or pipes for smoking or other

devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of ~~vapors~~aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

ED. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

F. “Vaping” means using an activated electronic delivery device or heated tobacco product.”

IV. EXCEPTIONS

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

V. VAPING AWARENESS AND PREVENTION INSTRUCTION

A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.

B. The school district may use instructional materials based upon the Minnesota Department of Health’s school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district’s locally developed health standards.

[NOTE: In addition, school districts may choose to require (a) evidence-based vaping prevention instruction to students in grades 9 through 12; and/or (b) a peer-to-peer education program to provide vaping prevention instruction.]

VI. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.

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

VII. DISSEMINATION OF POLICY

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

Legal References: [Minn. Stat. § 120B.238 \(Vaping Awareness and Prevention\)](#)
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to Children)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA Service Manual, Chapter 2, Students; Rights, Responsibilities and Behavior

Adopted: _____

MSBA/MASA Model Policy 601

Orig. 1995

Revised: 10/12/2020

Rev. 2019

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]

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 creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- F. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;

[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]
 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 accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

[Note: MSBA/MASA Model Policy 618 addresses this requirement.]

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
7. an annual budget for continuing to implement the school district plan.

B. School district site and school site goals shall include the following:

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:

[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]

- a. reading, writing, speaking, listening, and viewing in the English language;
- b. mathematical and scientific concepts;
- c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);

- d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
- a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
- a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.
5. Students will be given the opportunity to acquire human relations skills

necessary to:

- a. appreciate, understand, and accept human diversity and interdependence;
- b. address human problems through team effort;
- c. resolve conflicts with and among others;
- d. function constructively within a family unit;
- e. promote a multicultural, gender-fair, disability-sensitive society.

[Note: School district and site goals example courtesy of the Winona School District.]

- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.
1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
 2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.

[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]

3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive

assessment and annually report summary assessment results to the Commissioner of Education by July 1.

4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:
 - (a) a summary of the district's efforts to screen for dyslexia;
 - (b) the number of students screened for that reporting year; and
 - (c) the number of students demonstrating characteristics of dyslexia for that year.
5. A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.
6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. the student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student and the student's progress; and
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

This provision may not be used to deny a student's right to a special education evaluation.

7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be

removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 8.]

8. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
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)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

Adopted: _____

MSBA/MASA Model Policy 601

Orig. 1995

Revised: _____

Rev. ~~2019~~ 2020

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]

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 creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- F. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;

[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]
 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 accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

[Note: MSBA/MASA Model Policy 618 addresses this requirement.]

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
7. an annual budget for continuing to implement the school district plan.

B. School district site and school site goals shall include the following:

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:

[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]

- a. reading, writing, speaking, listening, and viewing in the English language;
- b. mathematical and scientific concepts;
- c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);

- d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
- a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
- a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.
5. Students will be given the opportunity to acquire human relations skills

necessary to:

- a. appreciate, understand, and accept human diversity and interdependence;
- b. address human problems through team effort;
- c. resolve conflicts with and among others;
- d. function constructively within a family unit;
- e. promote a multicultural, gender-fair, disability-sensitive society.

[Note: School district and site goals example courtesy of the Winona School District.]

- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.
1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
 2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.

[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]

3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive

assessment and annually report summary assessment results to the Commissioner of Education by July 1.

4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students with: who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:

(a) a summary of the district's efforts to screen for dyslexia;

(b) the number of students screened for that reporting year; and

(c) the number of students demonstrating characteristics of dyslexia for that year.

~~b. —convergence insufficiency disorder.~~

5. A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.
6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. the student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student and the student's progress; and
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

This provision may not be used to deny a student's right to a special education evaluation.

7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer

school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 8.]

8. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
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)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

Adopted: _____

MSBA/MASA Model Policy 607

Orig. 1995

Revised: _____

Rev. ~~2005~~ 2020

607 ORGANIZATION OF GRADE LEVELS

I. PURPOSE

The purpose of this policy is to address the grade level organization of schools within the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to address the groupings of grade levels as recognized in Minn. Stat. § 120A.05, as follows:

[Note: Each school district should identify within the groupings as defined in Minn. Stat. § 120A.05, how grade levels shall be organized within the school district from the options listed below:

<i>Elementary:</i>	<i>Grades prekindergarten through 6</i>
<i>Middle:</i>	<i>Minimum of two consecutive grades above 4th but below 10th</i>
<i>Secondary:</i>	<i>(Grades 7 through 12)</i>
<i>Junior High</i>	<i>Grades ___ through ___</i>
<i>Senior High</i>	<i>Grades ___ through ___</i>
<i>Vocational</i>	<i>Grades 7 through 12]</i>

- B. The superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.
- C. The school district may request documentation that verifies a student falls within the school's minimum and maximum age requirements for admission to publicly funded prekindergarten, preschool, kindergarten, or grades 1 through 12. Documentation may include a passport, a hospital birth record or physician's certificate, a baptismal or religious certificate, an adoption record, health records, immunization records, immigration records, previously verified school records, early childhood screening records, Minnesota Immunization Information Connection records, or an affidavit from a parent.

III. DEFINITIONS

- A. “Kindergarten” means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.
- B. “Prekindergarten” means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

Legal References: Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Public Schools)
Minn. Stat. § 120A.20, Subd. 4 (Verification of Age for Admission to Public School)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Cross References: