

Regular Meeting
Monday, September 9, 2024 6:00 PM

Council Chambers
City of Mendota Heights
1101 Victoria Curve
Mendota Heights, MN 55118

Agenda

1. Listening Session - 5:00 p.m.
Presenter: Tim Aune, Facilitator; Byron Schwab, Recorder
2. Call Meeting to Order and Recite Pledge of Allegiance - 6:00 p.m.
Presenter: Sarah Larsen, Chair
3. Approval of the Agenda
Presenter: Sarah Larsen, Chair
4. Approval of the Consent Agenda
Presenter: Sarah Larsen, Chair
 - 4.A. Approval of Minutes of the August 19, 2024 Regular School Board Meeting
 - 4.B. Approval of Personnel Recommendations
 - 4.C. Approval of Gifts to the District
 - 4.D. Second Reading of Policy 505, Distribution of Nonschool Sponsored Materials on School Premises by Students
 - 4.E. Approval of June 2024 Accounts Payable Report
 - 4.F. Approval of June 2024 Treasurer's Report
 - 4.G. Approval of July 2024 Wire Transfers Report
 - 4.H. Administrative Review of District Policy Changes to Reflect New Statutory Requirements
 - 4.I. Approval of Field Trip for Heritage 7th Graders to Camp St. Croix
5. Listening Session Report - 6:05 p.m.
Presenter: Board member Byron Schwab
6. Recognitions - 6:10 p.m.
Warrior Hall of Fame, Somerset Playground, Moreland Mural
Presenter: Superintendent Peter Olson-Skog
7. Superintendent's Report - 6:35 p.m.
Presenter: Superintendent Peter Olson-Skog
8. Student Representative's Report - 6:40 p.m.
Presenter: Patrick Bohmbach and Nawal Hassan
9. Action Item - Approval of Resolution to Close Open Enrollment for Grades 9 and 10 for the 2024-2025 School Year - 6:45 p.m.
Presenter: Superintendent Peter Olson-Skog
10. 2024-2025 Strategic Framework Implementation Targets and Proposed 2024-2025 Superintendent Goals - 6:55 p.m.
Presenter: Superintendent Peter Olson-Skog
11. Adjournment - 7:45 p.m.
Presenter: Sarah Larsen, Chair

School District 197
West St. Paul-Mendota Heights-Eagan Area Schools
Meeting and Work Session
Monday, August 19, 2024
ISD 197 District Office, Mendota Heights, MN

A meeting of the School Board of Independent School District 197 was held Monday, August 19, 2024, at the ISD 197 District Office, 1897 Delaware Avenue, Mendota Heights, MN, beginning at 5:00 p.m. pursuant to due notice.

Chair Larsen called the meeting to order at 5:00 p.m. The following School Board members were present: Marcus Hill, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel, and Randi Walz. Board member Tim Aune was absent. Superintendent Peter Olson-Skog was absent. Assistant Superintendent Peter Mau was present.

Also present for the meeting was Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment; Sara Lein, Director of Special Services; Jason Stegeman, Director of Finance; Dave Sandum, Director of Technology; Sara Blair, Director of Communications.

Agenda

It was moved by Ms. Steele and seconded by Mr. Schwab to approve the main agenda as presented.

Aye: Marcus Hill, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel, Randi Walz. Nay: none.

The motion carried (6-0).

Consent Agenda

It was moved by Mr. Hill and seconded by Mr. Vaupel to approve the consent agenda items as presented:

- Approval of Minutes of the August 5, 2024 Regular School Board Meeting
- Approval of Personnel Recommendations
- Administrative Review of Policy 730, Post Issuance Debt Compliance
- Administrative Review of Policy 904, Distribution of Materials on School District Property by Nonschool Persons
- Approval of Gifts to the District

Aye: Marcus Hill, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel, Randi Walz. Nay: none.

The motion carried (6-0).

Comments to the School Board

No one was in attendance to provide comments to the School Board.

World Language Curriculum Review

Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment, and Miles Lawson, Secondary Curriculum Coordinator, presented an update on the World Languages curriculum review. The review team included secondary World Language teachers and building and district administrators. The review team worked

on the following:

- Performed internal and external environmental scans
- Surveyed students, staff and families with the large data collected during the middle school review process as well as an interactive panel with students
- Conducted a strengths and weaknesses analysis
- Reviewed state and national research
- Reviewed data related to world language programming
- Reviewed immersion opportunities
- Completed an educational equity analysis

This was year 1 of the study, which is a self-study. This year will include a resource review. Next steps include:

- Refine assessment practices by reviewing standards, explore alternative assessment options, and continue to expand the Multilingual Seals program
- Improve student placement
- Optimize language pathways by monitoring legislative changes, ensuring curriculum alignment, and smoothing transitions between courses
- Expand program offerings to include a Native language course and revisiting the Spanish for Native Speakers pathway
- Enhance instruction through technology integration
- Address resource needs

Career and Technical Education Curriculum Review

Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment, and Miles Lawson, Secondary Curriculum Coordinator, presented an update on the Career and Technical Education (CTE) curriculum review. The review team included secondary CTE teachers and building and district administrators. The review team worked on the following:

- Reviewed national, state, and regional requirements in CTE programs
- Conducted internal and external environmental scans of CTE programs
- Consulted with advisory committees locally and regionally
- Surveyed students, staff, and families
- Reviewed state and national research
- Reviewed a variety of data related to CTE programming
- Began early implementation of emerging courses and programs
- Completed an educational equity analysis

This was year 1 of the study, which is a self-study. This year will include a resource review. Next steps include:

- Submitting the necessary paperwork for program approval with the Minnesota Department of Education
- Supporting the installation of all new middle and high school CTE courses
- Purchasing essential tools and equipment
- Explore ways to fund field trips
- Continue tracking and meeting the Personal Finance requirements
- Proposing a fifth course in Agriculture, food and natural resources
- Creating a method in which to collect data related to certification attempts
- Creating a method in which to collect data related to CTE-related immersive experiences

First Reading of Policy 505, Distribution of Nonschool Sponsored Materials on School Premises by Students

Sara Blair, Director of Communications, presented a first Reading of Policy 505, Distribution of Nonschool Sponsored Materials on School Premises by Students. The district's current policy was reviewed against MSBA's model policy and changes were recommended. Under III, Definitions, item E, more definition was given to what a disruption of a normal school activity means. In item F, the term school activities was expanded on. In item G, the term "defamation" was changed to "libelous". Under IV, Guidelines, minor changes were made along with increased clarity to other items. Under VII, Disciplinary Action, further definition is provided. Board members acknowledged that the term "employees" had been added under the Guidelines section of the policy. They agreed to add that term to the title of the policy as well as in Section I under Purpose. This item will be brought back for a second reading at the September 9, 2024 meeting via the consent agenda.

First Reading of Policy 532, Use of Peace Officers and Crisis Teams to Remove Students with IEP's from School Grounds

Sara Lein, Director of Special Services, presented a first Reading of Policy 532, Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds. The district's current policy was reviewed against MSBA's model policy, and changes were recommended. Under III, Definitions, item D, the definition of "physical holding" was added to clarify the discussion of physical holds later in the policy and in light of recent Minnesota legislative action. Under III, Definitions, item F, recent Minnesota legislative action enacted the definition of "school resource officer." MSBA deleted the definition of "police liaison officer" as part of this change. The term has been changed in several areas of the policy. Under IV, Removal of Students with IEPs from School Grounds, letter C, Reasonable Force Permitted - state statute is referenced when a child is held immobile or limits the child's movement, where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred. Those instances shall be reported to the Minnesota Department of Education as a restrictive procedure, which may include unauthorized or untrained staff.

The board requested further inquiry into the section on Parent Notification and the mixed use of the terms "child" and "student" throughout the policy. Ms. Lein will check into this and provide further feedback on the policy for the second reading.

Discussion on School Board Director Stipends

Chair Sarah Larsen presented information on the School Board stipends. This item was discussed at the June 17 and August 5 School Board meetings. School District 197 is one of nine ISD 917 collaborative school district members. 917 gathers School Board salary information from each member district as a service. This information is reviewed annually. Here is the recent history of ISD 197 changes.

- June of 2023=No change
- June of 2022=Increase of \$375 for directors and \$550 for board chair
- June of 2021=No change
- June of 2020=No change
- June of 2019=Increase of \$225 for directors and \$250 for board chair
- June of 2018=No change

At the June meeting, Board members asked if directors could include reimbursements for expenses like transportation to and from meetings, child care during meetings, and general work schedule reimbursements. Legal counsel recommended that transportation could be reimbursed at the federal rate. Other related expenses the board discussed can be problematic and/or complicated to reimburse. The

recommendation was to adjust the stipend if the board felt it was insufficient to cover the expenses they identified and/or the commitment required.

At the August meeting, a motion was made to offer a 5% increase to the current board stipends (\$5,100 to \$5,355 annually), with the chair remaining \$700 (\$6,055 annually) over the other directors for that position's additional duties. The motion failed. A second motion was made to table discussion of this item to this board meeting.

A majority of the board members agreed that increasing the stipend is not warranted at this time but expressed interest in creating procedures and some rationale for addressing this in the future.

It was moved by Ms. Larsen and seconded by Ms. Steele to leave the current stipend amount as-is and bring the topic back in May or June to readdress and/or discuss it at a future board development session.

Aye: Sarah Larsen, Morgan Steele, Jon Vaupel, Randi Walz. Nay: Marcus Hill, Byron Schwab.

The motion carried (4-2).

FY 24-25 School Board Committee and Building Assignments

Chair Sarah Larsen presented the updated FY 24-25 School Board committee and building assignments,

Adjournment

It was moved by Ms. Steele and seconded by Mr. Schwab to adjourn the meeting at 7:14 p.m.

Aye: Marcus Hill, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel, Randi Walz. Nay: none.

The motion carried (6-0).

The next regularly scheduled School Board meeting of Independent School District 197 will be on Monday, September 9, 2024 at 6:00 p.m. It will be held at the City of Mendota Heights Council Chambers, 1101 Victoria Curve, Mendota Heights, MN.

Upon approval by the School Board, official minutes will be available at the District Office, 1897 Delaware Avenue, Mendota Heights, and on the district website. The full meeting materials are available for public inspection at the administrative offices of the school district and on the district website.

Sarah Larsen
School Board Chair

Jon Vaupel
School Board Clerk



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TO: School District 197 School Board Members

FROM: Tye Michaels, Director of Human Resources

DATE: September 9, 2024

SUBJECT: PERSONNEL RECOMMENDATIONS

The following personnel items are recommended for approval on September 9, 2024, at the School Board Meeting.

Licensed Employment

- Anderson, Erikka - 1.0 FTE Building Substitute Reserve Teacher at Mendota Elementary School, BA, Step 1 at an annual salary of \$48,237, effective August 26, 2024 through June 10, 2025.
- Birkland, Sara - 1.0 FTE Building Substitute Reserve Teacher at Moreland Elementary School, MA+30, Step 5 at an annual salary of \$57,724, effective August 26, 2024.
- Freeman, Andrea - 1.0 FTE Special Education Teacher at Garlough Elementary School, MA+15, Step 5 at an annual salary of \$56,343, effective August 26, 2024.
- Gislason, Laura - 1.0 FTE Science Teacher at Two Rivers High School, MA, Step 14 at an annual salary of \$77,907, effective August 26, 2024.
- Goodnow, Emily - 1.0 FTE Third Grade Teacher at Moreland Elementary School, BA, Step 2, at an annual salary of \$48,319, effective August 26, 2024.
- Graves, Jane - 1.0 FTE Building Reserve Substitute at Garlough Elementary, MA+60, Step 15, at an annual salary of \$101,877, effective August 26, 2024.
- Nelson, Amanda - 1.0 FTE Social Studies Teacher at Heritage Middle School, BA, Step 4, at an annual salary of \$48,833, effective August 26, 2024.
- Nila de Chaves, Josselyn - 1.0 FTE Third Grade Teacher at Garlough Elementary School, BA, Step 1, at an annual salary of \$48,237, effective August 26, 2024.
- Peterson Brandt, Valeria - .5 Gifted and Talented Teacher at Somerset Elementary School, MA+60, Step 15 at an annual salary of \$50,938.50, effective August 26, 2024.
- Richter, Jordan - 1.0 FTE Building Substitute Reserve at Pilot Knob Elementary School, BA, Step 1, at an annual salary of \$48,237, effective August 26, 2024 through June 10, 2025.
- Ter Horst, Kathryn - 1.0 FTE Special Education Teacher at Mendota Elementary School, BA, Step 1 at an annual salary of \$48,237, effective August 26, 2024.
- Yernatich, Sidney - 1.0 FTE Special Education Teacher Moreland Elementary School, BA, Step 1 at an annual salary of \$48,237, effective August 26, 2024.

Non-Licensed Employment

- Banaszewski, Krystal - 3.5 hours per day Support Paraprofessional at Garlough Elementary School, at an hourly rate of \$16.89, effective September 03, 2024.
- Bradley, Logan - 3 hours per day SAC Special Education Paraprofessional at Mendota Elementary School, at an hourly rate of \$23.21, effective September 03, 2024.
- Collins, Ashanti - 3.5 hours per day SAC Support Paraprofessional at Mendota Elementary School, at an hourly rate of \$16.89, effective September 03, 2024.
- Kasal, Amanda - 3.75 hours per day Child Nutrition Kitchen Assistant at Saint Joseph School, at an hourly rate of \$18.48, effective September 03, 2024
- Powell, Sean - 27.5 hours per week Special Education Paraprofessional at Garlough Elementary School, at an hourly rate of \$23.21, effective September 03, 2024.
- Sharma, Rohan - 6.25 hours per day Special Education Paraprofessional at Branch Out, at an hourly rate of \$23.21, effective September 03, 2024
- Tomlinson, Jonathan - 6.25 hours per day Special Education Paraprofessional at Somerset Elementary School, at an hourly rate of \$23.21, effective September 03, 2024.

Non-Licensed Change of Assignment

- Hozza, Kathleen - 2.5 Supervisory Paraprofessional at Mendota Elementary School to 3.75 hours per day Child Nutrition Kitchen Assistant at Mendota Elementary, effective September 03, 2024

Licensed Leaves of Absence

- Nelson, Jessica - 1.0 FTE Kindergarten Teacher at Pilot Knob Elementary, leave of absence requested for August 26, 2024 through June 10, 2025
- Phillips, Michelle - 1.0 FTE Fourth Grade Teacher at Moreland Elementary School, leave of absence requested from November 15, 2024 through June 10, 2025.

Non-Licensed Resignation, Retirement, Termination

- Her, Minnie - Varied hours per day SAC Special Education Paraprofessional at Mendota Elementary School, resignation effective August 12, 2024.
- Lafontaine, Linda - 5 hours per day Supervisory Paraprofessional at The Early Learning Center, resignation effective September 04, 2024.
- Morrison, Adrien - 3 hours per day SAC Support Paraprofessional at Garlough Elementary School, resignation effective August 20, 2024.
- Nevin, Lana - 8 hours per day District Wide Payroll Specialist, resignation effective September 6, 2024.
- Rivera Lugo, Marisa - 4 hours per day Administrative Assistant III at Mendota Elementary School, resignation effective August 26, 2024



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MEMORANDUM

TO: School Board Members

FROM: Mary Amidon

DATE: September 9, 2024

SUBJECT: Gifts to the District

Minnesota Statute §123B.02, Subd. 6, permits School Boards to “... receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education.”

RECOMMENDED RESOLUTION:

BE IT RESOLVED by the School Board of Independent School District No. 197 that the School Board accept with appreciation the following contributions and permit their use as designated by the donor:

<u>Value</u>	<u>Donor</u>	<u>Item/Purpose</u>
\$500.00	Costco	Garlough student supply needs

1896 Delaware Avenue
Mendota Height, MN 55118
www.isd197.org

TO: School Board Members

FROM: Sara Blair, Director of Communications

DATE: September 9, 2024

RE: Second Reading of Policy 505, Distribution of Non-School Sponsored Materials on School Premises by Students

BACKGROUND:

A review of Policy 505, Distribution of Non-School Sponsored Materials on School Premises by Students, has been performed, and the current policy adheres to the district's processes and procedures currently in place. This was presented as a first reading at the August 19, 2024 meeting. To recap, this policy was last updated in May of 2021. The district's current policy was reviewed against MSBA's model policy. Based on this review, changes are recommended.

Under III, Definitions, item E, more definition was given to what a disruption of a normal school activity means. In item F, the term school activities was expanded on. In item G, "defamation" was changed to "libelous." Under IV Guidelines, minor changes and increased clarity to other items were made. Under VII, Disciplinary Action, further definition is provided.

At the meeting on August 19, board members acknowledged that the term "staff" should be added under the Guidelines section of the policy. They agreed to add that term to the policy's title and Section I under Purpose.

The policy was reviewed using the 4-way equity test. This policy does not provide specific opportunities for underserved, underrepresented, or disadvantaged students. Instead, it protects all students and staff members' right to free speech in the distribution of materials while considering the educational objectives and responsibilities of the school district. The policy prohibits the distribution of some materials, which, in some instances, could target underserved, underrepresented, or disadvantaged students. For example, distribution of materials is never allowed when they include insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character, or a person's race, religious or ethnic origin).

RECOMMENDATION:

This is a second reading. No resolution is needed at this time.



OPERATIONAL EXPECTATIONS

ISD 197 School Board

Students

Contact: Director of Communications

505 DISTRIBUTION OF NONSCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND STAFF

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and staff's free speech rights, taking into consideration the educational objectives and responsibilities of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district recognizes that students and staff have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.
- B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

- A. "Distribute" or "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, or accepting donations for copies; posting or displaying material; placing material in internal staff or student mailboxes; posting or sharing materials through electronic means using district devices, the district technology system and/or district Internet services; or broadcasting through a school's public address system or display monitors.
- B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines and other items that are produced or published by the district; yearbooks, and other publications that are funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include but are not limited to leaflets, brochures, buttons, badges, flyers, petitions,

posters, and underground newspapers whether written by students or employees or others, tangible objects, **websites, blogs, podcasts, audio recordings and videos.**

C. “Obscene to minors” means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of individuals of the age to whom distribution is requested;
2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

D. “Minor” means any person under the age of eighteen (18).

E. “Material and substantial disruption” **of a normal school activity** means:

~~1. Any disruption that interferes with or impedes the implementation of a school activity or program, participation in a school activity or sponsored event, or creates an environment that is not conducive to learning or participating in a school activity or sponsored event.~~

1. **Where the normal school activity is an educational program of the district for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.**
2. **Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.**

~~In order to predict that conduct will cause a disruption~~ **for expression to be considered disruptive, there must exist** specific facts **must exist** upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption **relating to the written material in question.**

F. “School activities” means any activity sponsored by the school including, but not limited to, ~~classes,~~ **classroom work, library activities, physical education**

classes, official assemblies and other similar gatherings, athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

- G. ~~“Defamation”~~ **“Libelous”** is a false and unprivileged statement ~~made or published to a third person~~ about a specific individual that tends to harm the individual’s reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

- A. Students **and employees** of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.
- B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:
1. is obscene to minors;
 2. is ~~defamatory~~ **libelous or slanderous**;
 3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
 4. advertises or promotes any product or service that is illegal for minors to possess or use;
 5. ~~incites violence or other illegal conduct – the very expression of which injures, harasses, or discriminates against other people~~ **advocates violence or other illegal conduct**;
 6. ~~demeans a person or group based on a protected classification under federal or state law (e.g. color, creed, religion, national origin, sex, marital status, familial status, disability, public assistance status, age or sexual orientation)~~ **constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person’s race, religious, or ethnic origin)**;
 7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption ~~to a school activities, school program or school sponsored event,~~ **of the proper and orderly operation and discipline of the school or** school activities, school program or school sponsored event, will cause the commission of unlawful acts or the violation of lawful school regulations.

- C. Distribution by students **and employees** of nonschool-sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following:
1. whether the material is educationally related;
 2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;
 3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
 4. the quantity or size of materials to be distributed;
 5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;
 6. whether ~~the materials are a solicitation for goods or services not requested by the recipients~~ **distribution would require that non-school persons be present on the school grounds;**
 7. whether the materials ~~could be erroneously attributed to the school or district~~ **are a solicitation for goods or services not requested by the recipients.**

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

- A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.
- B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors or entrance ways of the school, or school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.
- C. No one shall coerce a student or staff member to accept any publication.
- D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.
- E. **Distribution that results in a "spamming" or disruption to any of the district's electronic communication systems, including, but not limited to email, is prohibited.**

VI. PROCEDURES

- A. Any student wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal or designee at least 24 hours in advance of desired distribution time, together with the following information:
 - 1. Name and phone number of the person submitting the request and the room number of their first-period class.
 - 2. Date(s) and time(s) of distribution.
 - 3. **Location where material will be distributed.**
 - 4. **If material is intended for students**, the grade(s) of students to whom the distribution is intended.
- B. Within one school day, the principal or designee will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the student submitting the request should be informed in writing of the reasons for the denial or limitation.
- C. If the student submitting the request does not receive a response within one school day, the student must contact the office to verify that the lack of response was not due to an inability to locate the person.
- D. If the student is dissatisfied with the decision of the principal/designee, the student may submit a written appeal to the superintendent. If the student does not receive a response within three (3) school days (not counting Saturdays, Sundays and holidays) of submitting the appeal, the student must contact the office of the Superintendent to verify that the lack of response is not due to an inability to locate the person.
- E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

- A. Distribution by any student of nonschool-sponsored material **prohibited herein or in violation of this policy of the provisions of time, place, and manner of distribution as described above** will be halted and disciplinary action will be taken in accordance with the school district's Student Discipline Policy.
- B. **Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution**

as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.

- C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.**

VIII. NOTICE OF POLICY TO STUDENTS

A copy of this policy will be published in student handbooks and posted in school buildings.

IX. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

Legal References: U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675, 106 S.Ct. 3159, 92 L.Ed.2d 549 (1986)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)
Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)
Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011), cert. denied 565 U.S. 1036, 132 S.Ct. 592 (2011)

Cross References: School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
School District Policy 506 (Student Discipline)
School District Policy 512 (School-Sponsored Student Publications)
School District Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

POLICY ADOPTED:	December 14, 2009
POLICY REVIEWED/REVISED:	September 5, 2018; May 17, 2021
Monitoring Method:	Administrative Review
Monitoring Frequency:	Every three years

June 2024 Check Register

NUMBER	AMOUNT	DATE	VENDOR
294872	24,765.58	6/6/24	150 MARIE LLC
294873	10,306.90	6/6/24	ARVIG
294874	1,512.00	6/6/24	BAYADA HOME HEALTH CARE INC
294875	2,550.00	6/6/24	BAYFIELD FRUIT COMPANY
294876	24,964.55	6/6/24	BIX PRODUCE CO
294877	200.00	6/6/24	BLOOMINGTON PUBLIC SCHOOLS
294878	400.00	6/6/24	BORGEN-LINDBERG, BETH
294879	100.00	6/6/24	BOTTEN, CAYDEN
294880	300.00	6/6/24	CENTRE STAGE MFG CO LLC
294881	59.99	6/6/24	CENTURYLINK
294882	434.47	6/6/24	CINTAS CORPORATION #2
294883	212.20	6/6/24	COOPER, JODY
294884	425.00	6/6/24	CORTEZ, ANTONIO
294885	2,856.72	6/6/24	DAKOTA ELECTRIC ASSN
294886	8,723.39	6/6/24	DALCO - NETWORK SERVICE CO
294887	1,025.00	6/6/24	DE LAMBERT, ANNE
294888	846.00	6/6/24	DECUFFA, MARY ELLEN
294889	2,025.00	6/6/24	DESIGN TREE ENGINEERING
294890	111.00	6/6/24	ESTR PUBLICATIONS
294891	15,622.20	6/6/24	FIDELITY SECURITY LIFE INS CO
294892	297.50	6/6/24	FORSBERG JON
294893	54.00	6/6/24	FRED WELLS TENNIS CENTER
294894	33,449.00	6/6/24	FRESH COLOR PRESS
294895	7,072.00	6/6/24	GEMINI ATHLETIC WEAR INC
294896	1,400.00	6/6/24	GENERATIVE LEARNING
294897	2,000.00	6/6/24	GOODWIN, GLORIA
294898	2,158.20	6/6/24	GOPHER
294899	2,499.98	6/6/24	GREAT RIVER GREENING
294900	1,182.66	6/6/24	GROTH MUSIC CO
294901	1,100.00	6/6/24	HASSAN, QORSHO
294902	20.00	6/6/24	HAUGEN, ANDREA
294903	900.00	6/6/24	HEINEMANN, WILLIAM
294904	1,500.00	6/6/24	HENRY, CHASKE
294905	255.00	6/6/24	HINDERSCHIED, CARTER
294906	182.00	6/6/24	HIRTE, DIANA
294907	10,909.85	6/6/24	INSTITUTE FOR ENVIR ASSESSMENT INC
294908	15,252.96	6/6/24	INVER HILLS COMMUNITY COLLEGE

294909	6,290.80	6/6/24	ISD 625
294910	288.21	6/6/24	JERRY'S ENTERPRISES
294911	300.00	6/6/24	KARLEN, WILLIAM
294912	1,320.00	6/6/24	KEGLEY, HELEN
294913	22,876.39	6/6/24	KINECT ENERGY GROUP
294914	3,375.40	6/6/24	LAUTH, MOLLY
294915	7,562.07	6/6/24	LOFFLER MANAGEMENT SOLUTIONS
294916	2,319.67	6/6/24	LOST SPUR GOLF & EVENT CENTER
294917	2,000.00	6/6/24	LUND, CAROLYN
294918	95.63	6/6/24	MAPT
294919	7,092.60	6/6/24	MARSHALL CAVENDISH CORPORATION
294920	40.00	6/6/24	MASP
294921	3,619.00	6/6/24	MASSP
294922	1,984.00	6/6/24	MAYER ARTS INC
294923	154.75	6/6/24	MCDONOUGH'S
294924	1,818.29	6/6/24	MENARDS
294925	962.00	6/6/24	MESPA
294926	5,459.00	6/6/24	METRO EAST CONFERENCE
294927	1,784.00	6/6/24	MN HISTORICAL SOCIETY
294928	500.00	6/6/24	MN LIBRARY ASSN
294929	297.50	6/6/24	MURPHY, NICOLE
294930	2,875.00	6/6/24	NASSEFF MECHANICAL CONTRACTORS
294931	676.00	6/6/24	NEIGHBORS INC
294932	400.00	6/6/24	NELSON, AMY
294933	720.00	6/6/24	NILSEN, SETH
294934	11,157.27	6/6/24	NORTHFIELD LINES INC
294935	75.00	6/6/24	OCCUPATIONAL HEALTH CENTERS OF MN PC
294936	1,380.76	6/6/24	OHANA MIDWEST ENERGY LLC
294937	112.20	6/6/24	PARMAN ENERGY GROUP LLC
294938	2,091.79	6/6/24	PERFORMANCE FOOD GROUP INC
294939	3,447.33	6/6/24	PETERSON BROS ROOFING
294940	660.00	6/6/24	PROVISION MEDIA INC
294941	1,565.05	6/6/24	QUALITY COMMERCIAL SERVICES LLC
294942	6,600.00	6/6/24	RICHFIELD BUS CO
294943	95,855.00	6/6/24	SAYOO TRANSPORTATION LLC
294944	88.00	6/6/24	SCOTT, ANGELA
294945	1,080.00	6/6/24	SHAFFER, KRISTIE
294946	870.30	6/6/24	SHRED N GO INC
294947	119.00	6/6/24	SNA

294948	3,700.00	6/6/24	SPEECH REMEDIES LLC
294949	612.14	6/6/24	SPRWS
294950	7,025.00	6/6/24	SQUIRES WALDSPURGER & MACE PA
294951	1,000.00	6/6/24	STAMMAN, JACOB
294952	2,000.00	6/6/24	STAMMAN, TERRELL
294953	3,114.96	6/6/24	STRAYDOG STRENGTH
294954	15,359.50	6/6/24	SUNBELT STAFFING LLC
294955	3,601.58	6/6/24	T MOBILE USA INC
294956	940.50	6/6/24	TRONIC LLC
294957	14,243.00	6/6/24	TYLER TECHNOLOGIES
294958	77,922.50	6/6/24	UNITY TRANSPORTATION LLC
294959	500.00	6/6/24	UNIVERSITY OF MINNESOTA
294960	71,204.79	6/6/24	UPPER LAKES FOODS
294961	2,525.88	6/6/24	VESTIS GROUP INC
294962	176.00	6/6/24	WEATHER WATCH INC
294963	14,132.56	6/6/24	WELLS FARGO EQUIPMENT FINANCE INC
294964	170.00	6/6/24	WINDSCHITL, PHIL
294965	12,385.28	6/6/24	XCEL
294966	632.84	6/6/24	XTREME CUSTOM APPAREL & PROMOTIONS
294967	11,351.89	6/6/24	ZEN EDUCATE INC
294968	174.00	6/7/24	DISTRICT LODGE # 737 IAMAW
294969	288.51	6/7/24	GURSTEL LAW FIRM P C
294970	1,213.00	6/7/24	IUOE #70
294971	22,184.37	6/7/24	MN FED/TEACHERS
294972	1,057.00	6/7/24	MN TEAMSTERS LOCAL #320
294973	100.00	6/7/24	RANGE CREDIT BUREAU INC
294974	4,749.32	6/7/24	SEIU LOCAL #284
294975	135.00	6/7/24	WI SCTF
294976	1,620.00	6/13/24	ABRAKADOODLE
294977	2,106.00	6/13/24	ADVANTAGE EDUCATIONAL PROGRAMS
294978	25,495.80	6/13/24	AERCOR WIRELESS INC
294979	26,750.00	6/13/24	AMAZEWORKS
294980	9,816.06	6/13/24	ASPEN WASTE SYSTEMS OF MN INC
294981	1,077.56	6/13/24	AT&T MOBILITY
294982	22,016.00	6/13/24	AUTUMN RIDGE LANDSCAPING INC
294983	700.00	6/13/24	BORGEN-LINDBERG, BETH
294984	5,589.76	6/13/24	BSN SPORTS
294985	2,582.90	6/13/24	BUSINESS ESSENTIALS
294986	168.75	6/13/24	C2 COMMUNICATION & CREATIVE

294987	3,500.00	6/13/24	CESO HR LLC
294988	2,013.30	6/13/24	CHENG & TSUI CO INC
294989	36,658.00	6/13/24	COLLEGE BOARD
294990	118.00	6/13/24	CONTRERAS, BERNADINA
294991	188.60	6/13/24	CULLIGAN
294992	26,181.28	6/13/24	DAKOTA COUNTY FINANCIAL SERVICES
294993	6,000.00	6/13/24	DAKOTA COUNTY TECHNICAL COLLEGE
294994	1,550.00	6/13/24	DE LAMBERT, ANNE
294995	8,902.73	6/13/24	DG MN CS 2021 LLC
294996	507.00	6/13/24	DODGE NATURE CENTER
294997	2,678.08	6/13/24	ECKROTH MUSIC
294998	276.77	6/13/24	EDUCATORS BENEFIT CONSULTANTS LLC
294999	2,829.00	6/13/24	FORD, LUANN
295000	232.59	6/13/24	GAME TIME
295001	1,303.95	6/13/24	GROTH MUSIC CO
295002	1,425.00	6/13/24	GROVE AGENCY
295003	300.00	6/13/24	HANSON, DELEN
295004	375.00	6/13/24	HASSAN, NAWAL
295005	1,000.00	6/13/24	HOKE, STEPHEN
295006	3,371.30	6/13/24	HORIZON COMMERCIAL POOL SUPPLY
295007	191,106.88	6/13/24	HOUGHTON MIFFLIN HARCOURT
295008	2,130.00	6/13/24	HOVLAND, ELIZABETH
295009	90.00	6/13/24	INFINITE HEALTH COLLABORATIVE
295010	4,185.71	6/13/24	INTERMEDIATE DIST 917
295011	9,000.00	6/13/24	INVER HILLS COMMUNITY COLLEGE
295012	364.41	6/13/24	JERRY'S ENTERPRISES
295013	3,845.70	6/13/24	JORGENSEN CONSTRUCTION INC
295014	1,180.00	6/13/24	KEGLEY, HELEN
295015	549.00	6/13/24	KINECT ENERGY GROUP
295016	101.85	6/13/24	KWIK TRIP
295017	120.80	6/13/24	LANGUAGE LINE SERVICES INC
295018	1,125.89	6/13/24	LAUGHLIN'S PEST CONTROL
295019	1,923.82	6/13/24	LOST SPUR GOLF & EVENT CENTER
295020	1,972.20	6/13/24	LUPIENT CHEVROLET
295021	1,418.88	6/13/24	MADISON ENERGY INVESTMENTS III LLC
295022	51.00	6/13/24	MADISON ENERGY INVESTMENTS II LLC
295023	885.00	6/13/24	MASSP
295024	800.00	6/13/24	METZ, MARTHA
295025	569.60	6/13/24	MIDWEST BUS PARTS INC

295026	225.00	6/13/24	MIDWEST EDUCATIONAL CONSULTANTS
295027	5,131.14	6/13/24	MINNESOTA CLAY USA
295028	300.00	6/13/24	MISTER BERNDT MEDIA
295029	1,575.00	6/13/24	MN MOBILE TELEPHONE CO INC
295030	14,534.00	6/13/24	MN SCHOOL BOARDS ASSN
295031	20,000.00	6/13/24	NASSEFF MECHANICAL CONTRACTORS
295032	1,212.60	6/13/24	NELCO
295033	1,506.55	6/13/24	NEO ELECTRICAL SOLUTIONS
295034	240.00	6/13/24	NESSIM & ASSOCIATES
295035	606.80	6/13/24	NETWORK DESIGN INC
295036	4,447.22	6/13/24	NORTHFIELD LINES INC
295037	100.00	6/13/24	ORTH, JAELYN
295038	250.00	6/13/24	PATRY, JEFFREY
295039	17,985.09	6/13/24	PAYDHEALTH LLC
295040	1,176.20	6/13/24	POMP'S TIRE SERVICE INC
295041	1,476.80	6/13/24	POWERSCHOOL GROUP LLC
295042	4,345.38	6/13/24	PRIMEX WIRELESS INC
295043	628.14	6/13/24	RATZ, WILLIAM KIM
295044	63.92	6/13/24	ROSEN, LEAH
295045	373.50	6/13/24	SCHUMACHER ELEVATOR COMPANY
295046	1,080.00	6/13/24	SG TECHNOLGIES LLC
295047	2,272.42	6/13/24	SOUTHVIEW COUNTRY CLUB
295048	2,000.00	6/13/24	SPEECH REMEDIES LLC
295049	2,625.00	6/13/24	SPICUZZA, CYNTHIA
295050	216.00	6/13/24	SPRANGERS, LILLIAN
295051	12,932.69	6/13/24	SPRWS
295052	499.60	6/13/24	STATE SUPPLY COMPANY
295053	590.00	6/13/24	SUMMIT COMPANIES
295054	4,709.00	6/13/24	SUNBELT STAFFING LLC
295055	44,521.31	6/13/24	TEACHERS ON CALL
295056	1,101.00	6/13/24	VERSUS EXPERIENTIAL LLC
295057	127.33	6/13/24	VESTIS GROUP INC
295058	90.00	6/13/24	VIVACITY TECH PBC
295059	7,460.00	6/13/24	WIZARDS OF CHESS LLC
295060	23,259.43	6/13/24	XCEL ENERGY SOLUTIONS
295061	2,652.71	6/13/24	ZEN EDUCATE INC
295062	5,100.00	6/20/24	ACP
295063	17,024.28	6/20/24	AMPION PBC
295064	48.00	6/20/24	ANDERSON, BILL

295065	3,026.32	6/20/24	ARCHKEY TECHNOLOGIES
295066	97.88	6/20/24	ARROW MOWER
295067	165.00	6/20/24	AUDIO QUIP
295068	385.30	6/20/24	BATTERIES PLUS BULBS
295069	63,420.00	6/20/24	BE SAFE TRANSPORTATION LLC
295070	821.50	6/20/24	BENEFIT EXTRAS INC
295071	826.71	6/20/24	BIFFS INC
295072	3,129.64	6/20/24	BIMBO BAKERIES USA
295073	5,671.27	6/20/24	BIX PRODUCE CO
295074	14,392.87	6/20/24	BUSINESS ESSENTIALS
295075	11,243.66	6/20/24	CANON FINANCIAL SERVICES INC
295076	491.70	6/20/24	CINTAS CORPORATION #2
295077	5,000.00	6/20/24	CMRS-FP
295078	346.03	6/20/24	COLUMBIA PIPE AND SUPPLY CO
295079	4,870.43	6/20/24	CONSOLIDATED COMMUNICATIONS
295080	400.00	6/20/24	CRISIS PREVENTION INSTITUTE INC
295081	3,600.00	6/20/24	DAKOTA COUNTY TECHNICAL COLLEGE
295082	4,782.68	6/20/24	DALCO - NETWORK SERVICE CO
295083	144.89	6/20/24	DECKER EQUIPMENT
295084	1,350.00	6/20/24	DESIGN TREE ENGINEERING
295085	377.44	6/20/24	EDUCATORS BENEFIT CONSULTANTS LLC
295086	22,959.96	6/20/24	FAE LSE 6 LLC
295087	367.95	6/20/24	FOLLETT SCHOOL SOLUTIONS INC
295088	1,091.83	6/20/24	GERTENS
295089	23.99	6/20/24	GILSDORF, MARY
295090	6,851.00	6/20/24	GOPHERMODS LLC
295091	524.61	6/20/24	GRAINGER
295092	8.00	6/20/24	GRAYBEAL, LONA RAE
295093	244.88	6/20/24	HD SUPPLY
295094	372.37	6/20/24	HI TECH REFRIGERATION
295095	102.31	6/20/24	HOSE/CONVEYORS INC
295096	13.47	6/20/24	HY VEE
295097	26,238.22	6/20/24	INTERMEDIATE DIST 917
295098	2,845.80	6/20/24	INTERMEDIATE DIST 287
295099	34,679.40	6/20/24	INVER HILLS COMMUNITY COLLEGE
295100	600.00	6/20/24	KAPSCH JR, FRANK
295101	1,100.00	6/20/24	KEGLEY, HELEN
295102	1,969.56	6/20/24	KONICA MINOLTA PREMIER FINANCE
295103	300.00	6/20/24	LANGUAGE BANC

295104	33,536.77	6/20/24	LOFFLER COMPANIES
295105	16,683.78	6/20/24	LOFFLER MANAGEMENT SOLUTIONS
295106	356.53	6/20/24	LOFFLER COMPANIES INC
295107	1,863.08	6/20/24	LOST SPUR GOLF & EVENT CENTER
295108	55,380.07	6/20/24	LUNIESKI & ASSOCIATES
295109	3,778.50	6/20/24	LYCRA SOLUTIONS
295110	200.00	6/20/24	LYFORD, JULIE
295111	2,778.00	6/20/24	MAGNET SCHOOLS OF AMERICA
295112	495.50	6/20/24	MASTER MECHANICAL
295113	1,816.53	6/20/24	MENARDS
295114	962.00	6/20/24	MESPA
295115	4,881.71	6/20/24	MSC RICE01
295116	4,574.00	6/20/24	MTI DISTRIBUTING INC
295117	32.00	6/20/24	NCPERS GROUP LIFE INS
295118	120.00	6/20/24	NESSIM & ASSOCIATES
295119	1,425.00	6/20/24	NEUBAUER, WAYNE
295120	2,243.81	6/20/24	NORTHFIELD LINES INC
295121	1,683.20	6/20/24	OHANA MIDWEST ENERGY LLC
295122	17.36	6/20/24	OXYGEN SERVICE
295123	68.80	6/20/24	PHAN, MONICA
295124	379.25	6/20/24	POMP'S TIRE SERVICE INC
295125	175.00	6/20/24	POTTER'S PASTIES
295126	986.64	6/20/24	PROFESSIONAL WIRELESS COMMUNICATIONS
295127	2,040.92	6/20/24	QUALITY LOCKSMITH SERVICE
295128	1,544.98	6/20/24	QUALITY COMMERCIAL SERVICES LLC
295129	100.98	6/20/24	QUILL.COM
295130	1,050.00	6/20/24	RICHFIELD BUS CO
295131	74,626.00	6/20/24	SAYOO TRANSPORTATION LLC
295132	1,267.81	6/20/24	SCHUMACHER ELEVATOR COMPANY
295133	1,153.75	6/20/24	SPRWS
295134	12,405.57	6/20/24	ST PAUL RIVER CENTRE
295135	96.20	6/20/24	ST PAUL PIONEER PRESS
295136	12,681.05	6/20/24	ST PAUL BEVERAGE SOLUTIONS LLC
295137	3,224.79	6/20/24	STATE SUPPLY COMPANY
295138	578.00	6/20/24	STOUT LINDA
295139	13,123.73	6/20/24	STRATEGIC STAFFING SOLUTIONS LLC
295140	87.85	6/20/24	STROHOFFER, BARBARA
295141	1,450.26	6/20/24	SUN AUTO TIRE & SERVICE
295142	2,689.00	6/20/24	SYNOVIA SOLUTIONS LLC

295143	85,270.55	6/20/24	TEACHERS ON CALL
295144	173.60	6/20/24	THAO, MAY KIA
295145	4,620.00	6/20/24	TMB PROPERTIES
295146	18,585.08	6/20/24	TRIO SUPPLY COMPANY
295147	223.88	6/20/24	TURFWERKS
295148	77,517.50	6/20/24	UNITY TRANSPORTATION LLC
295149	19,656.67	6/20/24	UPPER LAKES FOODS
295150	1,236.91	6/20/24	VESTIS GROUP INC
295151	2,880.00	6/20/24	WEBBER RECREATIONAL DESIGN INC
295152	30.00	6/20/24	WELSH, NICKIE
295153	157.81	6/20/24	XCEL
295154	352.85	6/20/24	XTREME CUSTOM APPAREL & PROMOTIONS
295155	2,262.51	6/20/24	ZEN EDUCATE INC
295156	102.17	6/21/24	DEPARTMENT OF THE TREASURY
295157	288.51	6/21/24	GURSTEL LAWFIRM P C
295158	16.00	6/21/24	NCPERS GROUP LIFE INS
295159	100.00	6/21/24	RANGE CREDIT BUREAU INC
295160	135.00	6/21/24	WI SCTF
295161	24,765.58	6/27/24	150 MARIE LLC
295162	134,224.12	6/27/24	360 COMMUNITIES
295163	1,328.85	6/27/24	AAA AWARDS
295164	833.69	6/27/24	ARCHKEY TECHNOLOGIES
295165	543.00	6/27/24	ASPEN WASTE SYSTEMS OF MN INC
295166	28.47	6/27/24	AWARDS BY HAMMOND
295167	1,008.00	6/27/24	BAYADA HOME HEALTH CARE INC
295168	51,781.00	6/27/24	BE SAFE TRANSPORTATION LLC
295169	19,209.54	6/27/24	BILL RASCHER MECHANICAL INC
295170	377.83	6/27/24	BIMBO BAKERIES USA
295171	856.46	6/27/24	BIX PRODUCE CO
295172	5,184.70	6/27/24	BUCKEYE CLEANING CENTERS
295173	2,507.50	6/27/24	CESO HR LLC
295174	286.00	6/27/24	CITY OF MENDOTA HEIGHTS
295175	1,488.00	6/27/24	CLASSIC THEATERS CORP
295176	3,160.44	6/27/24	COLONIAL LIFE & ACCIDENT
295177	20,625.00	6/27/24	COSNEY CORP
295178	255.00	6/27/24	CRAWFORD DOOR SALES OF THE TWIN CITIES
295179	159.28	6/27/24	CRYSTEEL TRUCK EQUIPMENT
295180	1,386.00	6/27/24	CURTIS, ALLISON
295181	2,356.00	6/27/24	D & J QUALITY SOURCING LLC

295182	3,357.73	6/27/24	DAKOTA ELECTRIC ASSN
295183	110.00	6/27/24	DIETZ, ELOISE
295184	4,495.00	6/27/24	DOOR SERVICE COMPANY
295185	1,221.74	6/27/24	GAME ONE
295186	8,550.00	6/27/24	GEMINI ATHLETIC WEAR INC
295187	2,367.00	6/27/24	GROTH MUSIC CO
295188	215.68	6/27/24	HD SUPPLY
295189	424.12	6/27/24	HOBART SERVICE
295190	1,698.22	6/27/24	HORIZON COMMERCIAL POOL SUPPLY
295191	4,649.13	6/27/24	INSTITUTE FOR ENVIR ASSESSMENT INC
295192	2,360.00	6/27/24	INTEGRATED FOOD SERVICE
295193	5,000.00	6/27/24	ISD 625
295194	354.74	6/27/24	JERRY'S ENTERPRISES
295195	1,767.50	6/27/24	KIDCREATE STUDIO
295196	3,002.00	6/27/24	LVC COMPANIES
295197	44,327.14	6/27/24	MADISON NATIONAL LIFE INSURANCE
295198	408.00	6/27/24	MATA-JAIMES, JONATHAN
295199	2,900.00	6/27/24	MAYER ARTS INC
295200	15,004.79	6/27/24	MCGRAW HILL SCHOOL EDUCATION HOLDINGS I
295201	1,672.00	6/27/24	MEDICINE LAKE TOURS
295202	235.72	6/27/24	MENARDS
295203	603.50	6/27/24	MOGA, ELISE
295204	3,009.30	6/27/24	NORTHFIELD LINES INC
295205	849.18	6/27/24	PETERSON BROS ROOFING
295206	243.28	6/27/24	PINEDA DE MUNOZ, MARIA
295207	5,371.28	6/27/24	PIXELWERX LLC
295208	1,000.00	6/27/24	QUREISHY, IZHAN
295209	1,150.00	6/27/24	READ NATURALLY INC
295210	1,150.00	6/27/24	RICHFIELD BUS CO
295211	65,804.15	6/27/24	SAVVAS LEARNING COMPANY LLC
295212	633.51	6/27/24	SHRED N GO INC
295213	194.79	6/27/24	STATE SUPPLY COMPANY
295214	280.00	6/27/24	STEFFEL, LAUREN
295215	552.50	6/27/24	STOIK, PAIGE
295216	12,173.00	6/27/24	STRATEGIC STAFFING SOLUTIONS LLC
295217	430.00	6/27/24	SUMMIT COMPANIES
295218	4,819.00	6/27/24	SUNBELT STAFFING LLC
295219	1,680.00	6/27/24	TECH ACADEMY COMPUTER EXPLORERS
295220	1,940.00	6/27/24	THOREEN, ANDREW

295221	810.88	6/27/24	TWIN CITY HARDWARE
295222	27,570.00	6/27/24	UNITY TRANSPORTATION LLC
295223	1,277.87	6/27/24	VESTIS GROUP INC
295224	176.00	6/27/24	WEATHER WATCH INC
295225	1,598.00	6/25/24	MN TEAMSTERS LOCAL #320
232400590	18.50	6/11/24	ABDELKHALIG, IKHLAS
232400591	140.00	6/11/24	ASHLEY, AARON
232400592	32.36	6/11/24	BERGLUND, NECOLE
232400593	173.13	6/11/24	BEYER, HANA
232400594	32.76	6/11/24	BOLCHEN, CHRISTOPHER
232400595	65.66	6/11/24	CAMPBELL, CARRIE
232400596	49.31	6/11/24	CHALLIFOUR, KATHERINE
232400597	81.41	6/11/24	COFFEEN, NANCY
232400598	65.16	6/11/24	CORBETT, ANGELA
232400599	65.19	6/11/24	DREELAN, STACY
232400600	22.85	6/11/24	ELLIOTT, JENNICA
232400601	60.43	6/11/24	FISK, EMILY
232400602	75.97	6/11/24	FUENTES, ANGELA
232400603	38.63	6/11/24	GARIBAY, FAITH
232400604	31.83	6/11/24	HALL, ASHLEY
232400605	84.26	6/11/24	HAVIR, BRIANNA
232400606	74.65	6/11/24	HEINZ, LEANNE
232400607	75.00	6/11/24	HENDRICKS, ABIGAIL
232400608	133.80	6/11/24	JIMENEZ ARENDS, YBETH
232400609	15.00	6/11/24	JOA, CHRISTINE
232400610	327.88	6/11/24	JOHNSON, ALBERT
232400611	335.50	6/11/24	KIENITZ, ANTHONY
232400612	77.34	6/11/24	LEWINE, ANNIE
232400613	86.44	6/11/24	LINDBERG-BORGEN, ANN
232400614	54.80	6/11/24	MAU, PETER
232400615	59.96	6/11/24	MCCORMICK, PATRICK
232400616	54.34	6/11/24	MESSER-NILLES, LORA
232400617	165.49	6/11/24	MILLER, CYNTHIA
232400618	538.01	6/11/24	MOULTON, SUZANNE
232400619	147.94	6/11/24	MYRAN, BRENDA
232400620	157.21	6/11/24	NILAN, JOEY
232400621	110.15	6/11/24	O'LEARY, STACIE
232400622	107.96	6/11/24	ORTH, THOMAS
232400623	12.98	6/11/24	PEARSON, KATHERINE

232400624	102.51	6/11/24	SALZMAN, AMBER
232400625	490.46	6/11/24	SEBASTIAN, DANIEL
232400626	42.41	6/11/24	SHERIDAN, KEVIN
232400627	46.50	6/11/24	SMOLIK, CYNTHIA
232400628	25.47	6/11/24	TUTTLE, ALI
232400629	83.28	6/11/24	VEENENDALL, JENNIFER
232400630	35.64	6/11/24	VESEY, BENJAMIN
232400631	68.12	6/11/24	WHITE, NICHOLE
232400632	55.82	6/11/24	WOHLWEND, KAYE
232400633	103.31	6/11/24	WOLFER, JEFFREY
232400634	138.00	6/13/24	BANTI, ANNA
232400635	57.98	6/13/24	BELAIR, HEIDI
232400636	60.22	6/13/24	BENTON, KIMBERLY
232400637	37.49	6/13/24	CASMER, STEPHANIE
232400638	49.16	6/13/24	CHUN, HEIDI
232400639	100.26	6/13/24	DOUD, TERENCE
232400640	90.02	6/13/24	EDLUND, MICHELLE
232400641	51.92	6/13/24	FJELSTA, ALEC
232400642	162.26	6/13/24	HANSON, ROBERT
232400643	47.87	6/13/24	HAVIR, BRIANNA
232400644	195.00	6/13/24	JOHNSON, ALEXIS
232400645	73.97	6/13/24	KLAGMANN, COLLIN
232400646	39.87	6/13/24	LEIN, SARA
232400647	159.10	6/13/24	NIEMCZYK, SHARON
232400648	112.52	6/13/24	RAMISCH, ERICA
232400649	39.88	6/13/24	SCHMIDT, ISAIAH
232400650	42.03	6/13/24	SORIANO, IVONNE
232400651	87.90	6/13/24	TUTTLE, ALI
232400652	268.83	6/13/24	WILEY, KATHERINE
<hr/>			
	2,490,570.10	Total	
	2,892,702.28	P/R 6/7	
	3,551,206.26	P/R 6/21	
<hr/>			
	8,934,478.64	Grand Total	

**INDEPENDENT SCHOOL DISTRICT NO. 197
WEST ST. PAUL, MINNESOTA
TREASURER'S REPORT TO SCHOOL BOARD**

Jun-24

Fund	Balance Beginning Of Month	Receipts	Disbursements	Balance End Of Month
General	7,852,206.47	13,676,355.21	20,600,269.89	928,291.79
Food Service	1,588,701.75	635,028.90	480,100.57	1,743,630.08
Comm. Service	2,243,857.92	495,035.38	789,917.95	1,948,975.35
Building Constructi	31,005.21	3.00		31,008.21
Debt Service	3,432,660.06	2,628,972.31		6,061,632.37
Trust & Agency	572,146.90	53,102.11	42,650.78	582,598.23
Custodial Fund	31,525.13	500.00		32,025.13
OPEB Trust	5,665,918.35	55,562.83		5,721,481.18
Internal Service	2,559,933.80			2,559,933.80
Total	23,977,955.59	17,544,559.74	21,912,939.19	19,609,576.14

Bank	Balance Per Bank Statement	Outstanding Checks	Other Reconciling Items	Balance Per Treasurer's Books
US Bank	14,609,817.47	1,044,253.13		13,565,564.34
PFM				-
PMA				260,094.55
PMA Bond	2,723.44			2,723.44
PERA				5,720,753.03
CD'S				60,440.78
Total				19,609,576.14

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ISD 197 WEST ST. PAUL SCHOOLS**Wire Transfers****7/1/24 thru 7/31/24**

<u>Date</u>	<u>From</u>	<u>To</u>	<u>Amount</u>	<u>Reason</u>
7/5/2024	MSDLAF - General	MSDLAF - Payroll	1,427,557.23	A/P - P/R*
7/5/2024	MSDLAF _- Payroll	State of MN	72,171.46	Payroll taxes
7/5/2024	MSDLAF - Payroll	IRS	438,659.33	Payroll taxes
7/5/2024	MSDLAF - Payroll	PERA	26,143.84	Pension
7/5/2024	MSDLAF - Payroll	TRA	209,489.39	TRA contrib.
7/5/2024	MSDLAF - Payroll	EBC	116,137.97	403B
7/5/2024	MSDLAF - Payroll	Further		Flex
7/19/2024	MSDLAF - General	MSDLAF - Payroll	1,504,205.26	A/P - P/R*
7/19/2024	MSDLAF _- Payroll	State of MN	82,503.38	Payroll taxes
7/19/2024	MSDLAF - Payroll	IRS	455,199.03	Payroll taxes
7/19/2024	MSDLAF - Payroll	PERA	153,968.72	Pension
7/19/2024	MSDLAF - Payroll	TRA	259,123.92	TRA contrib.
7/19/2024	MSDLAF - Payroll	EBC	93,073.53	403B
7/19/2024	MSDLAF - Payroll	Further	2,108.20	Flex
		Total	<u><u>4,840,341.26</u></u>	

* To cover accounts payable or payroll checks.



1897 Delaware Avenue
Mendota Heights, MN 55118
P 651.403.7000 F 651.403.7010

TO: School Board Members

FROM: Superintendent Peter Olson-Skog

DATE: September 9, 2024

RE: Administrative review of policy changes to reflect new statutory requirements from 2024 legislative session

BACKGROUND:

The Minnesota School Board Association sends periodic newsletters that contain revisions to policies to reflect federal and state statutory changes, as well as recent court decisions. Our policy manual is on a 3-year review cycle. The following policies are not nearing review, so we have made these changes to reflect the enacted requirements. Other policies that need changes are coming up for review soon, so changes will be reflected at that time.

- Policy 102, Equal Educational Opportunity
 - Adds legislative change to the definition of “discrimination” on page 1
 - Adds a section on providing equal opportunity to participate in athletic programs on page 2
 - Updates the legal references section
- Policy 413, Harassment and Violence
 - Updates the definition of “familial status” on page 2
- Policy 707, Transportation of Public School Students
 - Removes reference to state statute after nearly every item as it is referenced at the end of the policy under legal references
- Policy 708, Transportation of Nonpublic School Students
 - Changes the word “shall” to “must” on page 1 and page 2
- Policy 709, Student Transportation Policy
 - Adds electric bicycle provision on page 3
- Policy 802, Disposition of Obsolete Equipment and Materials
 - Adds MS 471.85 to the legal references at the end of the policy

School District 197 reviews its policy manual throughout a 3-year review cycle. Recommended policy changes are brought to the school board for three readings, with approval on the third reading. However, as a reminder, when there are minor or no changes to the policy, it has been the administration's practice to label it as an "administrative review" to then be placed on the consent agenda for a single reading and a recommendation to approve the policy as presented. Board members have the opportunity to remove a policy from the consent agenda and move it to a discussion/action item.

RECOMMENDED RESOLUTION:

BE IT RESOLVED by the School Board of School District 197 to approve the policy changes, as presented.



OPERATIONAL EXPECTATIONS

School District

ISD 197 School Board

Contact: Director of Human Resources

102 EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not ~~unlawfully~~ discriminate on the basis of **one or more of the following**: race, color, creed, religion, national origin, sex, gender, gender identity and expression, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age. The school district also makes reasonable accommodations for students with disabilities.
- B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413).
- C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).
- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).

- E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.
- F. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- G. Every school district employee shall be responsible for complying with this policy.
- H. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

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

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

POLICY ADOPTED:	October 16, 2006
POLICY REVIEWED/REVISED:	October 17, 2016; October 21, 2019; February 22, 2022
Monitoring Method:	Administrative Review
Monitoring Frequency:	Every three years



OPERATIONAL EXPECTATIONS

ISD 197 School Board

Employment & Personnel

Contact: Director of Human Resources

413 HARASSMENT AND VIOLENCE

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, gender identity or expression, or disability (Protected Class).

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 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 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 includes 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, 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, with respect to an individual who:
 - a. has a physical, sensory, or mental impairment which 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~~ **having legal status or custody with:**
 - a. ~~their~~ **minor’s** parent(s) or the minor’s legal guardian **or guardians**; or
 - b. the designee of the parent(s) or guardian(s) with the written permission of the parent(s)/guardian(s). **Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for physical health, safety, or self-care because the individual(s) are unable to receive and evaluate information or make or communicate decisions.** 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.
 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 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;
 - 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 they have been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form 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 the Director of Human Resources as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- 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, or 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.

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 the 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 Minn. Stat. § 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 pupils 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: School District Policy 102 (Equal Educational Opportunity)
School District Policy 401 (Equal Employment Opportunity)
School District Policy 402 (Disability Nondiscrimination Policy)
School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
School District Policy 406 (Public and Private Personnel Data)
School District Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

School District Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
School District Policy 506 (Student Discipline)
School District Policy 514 (Bullying Prohibition Policy)
School District Policy 515 (Protection and Privacy of Pupil Records)
School District Policy 521 (Student Disability Nondiscrimination)
School District Policy 522 (Student Sex Nondiscrimination)
School District Policy 524 (Internet Acceptable Use and Safety Policy)
School District Policy 526 (Hazing Prohibition)

POLICY ADOPTED:	October 16, 2006
POLICY REVIEWED/REVISED:	November 2, 2009; July 11, 2011; November 16, 2015; April 17, 2017; March 19, 2018; February 19, 2019; March 16, 2020; March 15, 2021; April 18, 2022; April 17, 2023
Monitoring Method:	Administrative Review
Monitoring Frequency:	Annually

Independent School District 197
Human Rights Officer, Tye Michaels
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Mendota Heights, MN 55118
Work Phone: (651) 403-7006
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OPERATIONAL EXPECTATIONS

ISD 197 School Board

Non-Instructional Operations and Business Services

Contact: Director of Operations

707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parent(s)/guardian(s) but further recognizes that transportation by school bus is a privilege and not a right for an eligible student. An exception would be for those students with an IEP as explained in Section VII of this policy.

III. DEFINITIONS

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

- B. “Home” is the legal residence of the child. In the discretion of the school district, “home” also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student’s parent(s)/guardian(s) as the home of a student for part or all of the day, if requested by the student’s parent(s)/guardian(s), or an afterschool program for children operated by a political subdivision of the state, if the facility or residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. ~~(Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2)~~
- C. “Homeless student” means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances. ~~(42 U.S.C. § 11434a)~~
- D. “Nonpublic school” means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minn. Stat. §120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 ~~(42 U.S.C. § 2000d, et seq.). (Minn. Stat. §123B.41, Subd. 9);~~
- E. “Nonresident student” is a student who attends school in the school district and resides in another district, defined as the “nonresident district.” In those instances when the divorced or legally separated parent(s)/guardian(s) or parent(s)/guardian(s) residing separately share joint physical custody of a student and the parent(s)/guardian(s) reside in different school districts, the student shall be a resident of the school district designated by the student’s parent(s)/guardian(s). When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. ~~(Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)~~
- F. “Pupil support services” are health, counseling and guidance services provided by the public school in the same district where the nonpublic school is located. ~~(Minn. Stat. § 123B.41, Subd. 4)~~

- G. “School of origin,” for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. ~~(42 U.S.C. § 11432(g)(3)(G))~~
- H. “Shared time basis” is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minn. Stat. § 120A.22 by attendance at a nonpublic school. ~~(Minn. Stat. § 126C.01, Subd. 8)~~
- I. “Student” means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. ~~(Minn. Stat. § 123B.41, Subd. 11)~~

IV. ELIGIBILITY

- A. Upon the request of a parent(s)/guardian(s), the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent(s)/guardian(s). ~~(Minn. Stat. § 123B.88, Subd. 1)~~
- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.
- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district’s expenditures for transportation. ~~(Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13)~~
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent(s)/guardian(s) of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. (~~Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3~~)
- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. (~~Minn. Stat. § 123B.88, Subd. 6~~)
- C. When divorced or legally separated parent(s)/guardian(s) or parent(s)/guardian(s) residing separately reside in different school districts and share physical custody of a student, the parent(s)/guardian(s) shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent(s)/guardian(s) in the nonresident school district. (~~Minn. Stat. § 127A.47, Subd. 3(b)~~)
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. (~~Minn. Stat. § 123B.92, Subd. 3(b)~~)

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

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

~~§ 123B.88, Subds. 1 and 4)~~

- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. ~~(Minn. Stat. § 124D.041)~~

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

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

shall not pay the cost of transportation provided outside the school district boundary. ~~(Minn. Stat. § 125A.12)~~

- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours. ~~(Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))~~
- F. When a nonresident disabled student or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. ~~(Minn. Stat. § 125A.15(e) and (d); Minn. Stat. § 125A.51(e))~~
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. ~~(Minn. Rules Part 7470.1700)~~
- H. Any parent(s)/guardian(s) of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. ~~(Minn. Rules Part 7470.1600, Subd. 2)~~

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district. ~~(42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))~~
- B. Upon request by the student's parent(s)/guardian(s), or homeless education liaison, the school district shall provide transportation for a homeless student as follows:

1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked. ~~(42 U.S.C. § 11432(g)(1)(J)(iii)(I))~~
2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. ~~(Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II))~~
3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. ~~(Minn. Stat. § 125A.51(f))~~
4. A homeless nonresident student enrolled under Minn. Stat. § 124D.08, Subd. 2a, must be provided transportation from the student's district of residence to and from the school of enrollment. ~~(Minn. Stat. § 123B.92, Subd. 3(e)).~~

IX. AVAILABILITY OF SERVICES

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

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and

management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. ~~(Minn. Stat. § 123B.88, Subd. 1)~~

XI. RESTRICTIONS

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

XII. FEES

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

Legal References:

- Minn. Stat. § 120A.22 (Compulsory Instruction)
- Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)
- Minn. Stat. § 123B.36 (Authorized Fees)
- Minn. Stat. § 123B.41 (Educational Aids for Nonpublic School Children; Definitions)
- Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
- Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
- Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
- Minn. Stat. § 124D.03 (Enrollment Options Program)
- Minn. Stat. § 124D.04 (Enrollment Options Programs in Border States)
- Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
- Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District)
- Minn. Stat. Ch. 125A (Children With a Disability)
- Minn. Stat. § 125A.02 (Children With a Disability, Defined)
- Minn. Stat. § 125A.12 (Attendance in Another District)
- Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
- Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
- Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
- Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
- Minn. Stat. § 126C.01 (General Education Revenue - Definitions)
- Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
- Minn. Stat. § 190.05 (Definitions)
- Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
- Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
- 20 U.S.C. § 1415 (Individuals with Disabilities Education Improvement Act of 2004)
- 29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
- 42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
- 42 U.S.C. § 11431, *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
- 42 U.S.C. § 12132, *et seq.* (Americans With Disabilities Act)

Cross References:

- School District Policy 708 (Transportation of Nonpublic School Students)
- School District Policy 709 (Student Transportation Safety Policy)
- School District Policy 710 (Extracurricular Transportation)

POLICY ADOPTED:	December 14, 2009
POLICY REVIEWED/REVISED:	November 20, 2017; May 2, 2022
Monitoring Method:	Administrative Review
Monitoring Frequency:	Every three years



OPERATIONAL EXPECTATIONS

ISD 197 School Board

Non-Instructional Operations and Business Services

Contact: Director of Operations

708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. ELIGIBILITY

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

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

IV. STUDENTS WITH DISABILITIES

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

must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.

- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (1) the student's name and address; (2) the nature of the student's disabilities; (3) emergency health care information; and (4) the names and telephone numbers of the student's physician, parents/guardians, or custodians, and some person other than the student's parents/guardians or custodians who can be contacted in case of an emergency.
- E. Any parent/guardian of student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A.

V. APPLICATION OF GENERAL POLICY

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

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

Minn. Op. Atty. Gen. 166a-7 (Sept. 4, 1981)
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

Cross References: School District Policy 707 (Transportation of Public School Students)
School District Policy 709 (Student Transportation Safety Policy)

POLICY ADOPTED:	December 14, 2009
POLICY REVIEWED/REVISED:	November 20, 2017; November 16, 2020; March 18, 2024
Monitoring Method:	Administrative Review
Monitoring Frequency:	Every three years



OPERATIONAL EXPECTATIONS

ISD 197 School Board

Non-Instructional Operations and Business Services

Contact: Director of Operations

709 STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

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

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

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

B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are

enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minn. Stat. § 169.446, Subd. 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training required
 - a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.

- b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
 - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and
 - (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques; **and**
 - (3) **electric-assisted bicycle safety, including that a person under the age of 15 is not allowed to operate an electric-assisted bicycle.**

2. Deadlines.

- a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.
- b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.
- c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.
- d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.

3. Instruction

- a. The school district may provide active transportation safety training through distance learning.
- b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils

known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses; including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.
 - 1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.
 - 2. Rules at the Bus Stop
 - a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
 - b. Respect the property of others while waiting at your bus stop.
 - c. Keep your arms, legs, and belongings to yourself.
 - d. Use appropriate language.
 - e. Stay away from the street, road, or highway when waiting for the bus.
 - f. Wait until the bus stops before approaching the bus.
 - g. After getting off the bus, move away from the bus.
 - h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
 - i. No fighting, harassment, intimidation, or horseplay.
 - j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

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

4. Consequences

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

(1) Elementary (K-4)

- 1st offense: Warning
- 2nd offense: 3 school-day suspension from riding the bus
- 3rd offense: 5 school-day suspension from riding the bus
- 4th offense: 10 school-day suspension from riding the bus/meeting with parent/guardian
- Further offenses - individually considered/students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (5-12)

- 1st offense: Warning
- 2nd offense: 5 school-day suspension from riding the bus
- 3rd offense: 10 school-day suspension from riding the bus
- 4th offense: 20 school-day suspension from riding the bus/meeting with parent/guardian
- 5th offense: Suspended from riding the bus for the remainder of the school year

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

(3) Other Discipline

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

(4) Records

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

(5) Vandalism/Bus Damage

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

(6) Notice

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

(7) Criminal Conduct

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

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent/Guardian Notification

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

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

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

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services ("Division") of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
 1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 2. reckless driving;

3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.
 7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
 8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
 9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- D. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (*i.e.*, driving while impaired offenses), VII.C.1.h. (*i.e.*, felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns leases, or contracts for the

school bus, shall report the conviction to the person's employer within ten days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy. This provision does not apply to a school district employee whose normal duties do not include operating a type III vehicle.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual (available online through the Minnesota Department of Public Safety State Patrol web page).
2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

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

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

6. Safely load and unload students.

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

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.’
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent/guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion. For purposes of this paragraph, “school bus” has the meaning given in Minn. Stat. § 169.01, Subd. 6. In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer’s rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words “school bus” in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A “type III vehicle” must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver’s compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver’s compartment and must be marked to

indicate their identity and location.

- c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
- 11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents/guardians may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
- 12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
- 13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

- 1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
 - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - (1) safe operation of a type III vehicle;
 - (2) understanding student behavior, including issues relating to students with disabilities;
 - (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 - (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;

- (5) handling emergency situations;
 - (6) proper use of seat belts and child safety restraints;
 - (7) performance of pretrip vehicle inspections; and
 - (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location; and
 - (d) placing the type III vehicle in “park” during loading and unloading.
 - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
 - (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minn. Stat. § 122A.18, Subd. 8, or Minn. Stat. § 123B.03 for school district employees; Minn. Stat. § 144.057 or Minn. Stat. Ch. 245C for day care employees; or Minn. Stat. § 171.321, Subd. 3, for all other persons operating a type A or type III vehicle under this section.
 - d. Operators shall submit to a physical examination as required by Minn. Stat. § 171.321, Subd. 2.

- e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minn. Stat. § 181.951, Subds. 2, 4, and 5.
 - f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minn. Stat. § 171.321, Subd. 5.
 - g. A person who sustains a conviction, as defined under Minn. Stat. §609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of or has their driver's license revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five years from the date of conviction.
 - h. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, Subd.1(c), (*i.e.*, felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
 - i. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within three years of the first of three other moving offenses is precluded from operating a type III vehicle for one year from the date of the last conviction.
 - j. Students riding the type III vehicle must have training required under Minn. Stat. § 123B.90, Subd. 2 (See Section II.B., above).
 - k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
- 2. The type III vehicle must bear a current certificate of inspection issued under Minn. Stat. § 169.451.
 - 3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

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

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

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

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

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

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

- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

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

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

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

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 123B.935 (Active Transportation Safety Training)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)

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

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

ADOPTED:	December 14, 2009
REVISED:	March 20, 2017; March 16, 2020; March 18, 2024
MONITORING METHOD:	Administrative Review
MONITORING FREQUENCY:	Once every three years



OPERATIONAL EXPECTATIONS

ISD 197 School Board

Building and Sites

Contact: Director of Operations

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

IV. MANNER OF DISPOSITION

A. Authorization

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

B. Contracts Over \$175,000

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

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

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

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the

purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts \$25,000 or Less

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

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

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

F. Notice of Quotation

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

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is

disposing of surplus school computer and related equipment including a tablet device, by conveying the property and title to:

- a. another school district;
 - b. the state department of corrections;
 - c. the board of trustees of Minnesota State Colleges and Universities;
 - d. the family of a student residing in the district whose total family income meets the federal definition of poverty;
 - e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.
2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

Legal References: Minn. Stat. § 13.591 (Business Data)
Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
Minn. Stat. § 123B.29 (Sale at Auction)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 471.85 (Property Transfer; Public Corporations)
Minn. Stat. § 645.11 (Published Notice)

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin "F" (School District Contract and Bidding Procedures)

POLICY ADOPTED:	December 14, 2009
POLICY REVIEWED/REVISED:	April 16, 2018; November 2, 2020; March 18, 2024
Monitoring Method:	Administrative Review
Monitoring Frequency:	Annually

DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST- FORM 2

Form 1 must have been completed and approved before submitting Form 2
Submit to Principal/Administrator and Superintendent's Office no less than two months
prior to domestic travel and no less than 4 months prior to international travel.

Staff Member Name and school: Brianna Havir Hertiage Middle School

Date of Trip/Destination/Who trip is for: 10/9/24 - 10/11/24 Camp St. Croix 7th Graders

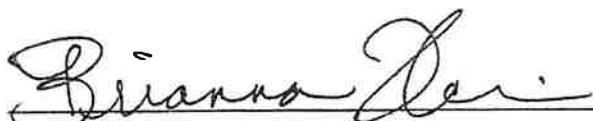
Did you complete **FORM 1** for this trip and receive the required approval? Yes

TOUR CHECKLIST	RESPONSE
1. Dates of travel	10/9/24 - 10/11/24
2. Trip destination	Camp St. Croix Hudson, WI
3. SUBMIT: Complete roster of travelers. Include a link to your roster in the response or attach a document. Link to roster template: TOUR ROSTER	
4. SUBMIT: Detailed Itinerary, including hotel names, addresses and phone numbers. Include a link or attach a document with these details in your response.	See attached
5. Final number of student travelers	200
6. Final number of adult travelers who are paying their own way/fare.	0
7. Final number of adults travelers who are traveling with a free or reduced fare. [If any, include the amount by which their fare is reduced]	25
8. Final number of district employees (also include in #6 and #7 counts)	15
9. Ratio of adults to students	10 to 1
10. FINAL TOTAL of Number of Travelers (Adults and Students)	
11. Have parents received detailed information about the cancellation policies and fees?	Yes
12. Is travel insurance through the tour company required OR optional for your travelers?	No

DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST- FORM 2

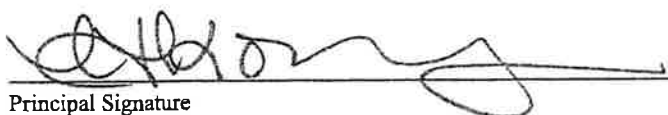
Form 1 must have been completed and approved before submitting Form 2
Submit to Principal/Administrator and Superintendent's Office no less than two months
prior to domestic travel and no less than 4 months prior to international travel.

13. Has the district completed background checks for <u>all</u> adults?	All adults on the trip will have a completed background check
14. Is this a private tour, or will you be traveling with students from other schools? If so, please include the full roster of the adjoining group.	We will be the only school there
15. How will you communicate with travelers while on tour?	All students will be with adults at all times who will be communicating by phone/walkie talkie
16. How will you communicate with families back home/not on tour?	Families will be send talking points and blackboard messages. They can also leave a message for staff on voicemail that will be check regularly.
17. What is your plan for those requiring medication?	School nurse creates a plan with the families and we bring a first aid and CPR certified staff as the medic


Staff Member's/Group Leader's Signature

8/19/24
Date

Required Approvals:


Principal Signature

8/22/2024
Date


Superintendent/Designee Signature

8/5/2004
Date

* Approval pending receipt of roster, list of chaperone names + their background checks.

School Board Approval

Date Approved

Once this form has been signed by your site administrator, submit it to the Superintendent for review and approval. It will then require School Board approval. Once approved, a signed copy will be returned to you for your records.



Info about the upcoming 7th grade Camp St. Croix trip:

Who: 7th grade students

What: A fun and educational 3 day 2 night trip to an environmental learning center to | engage your student in environmental studies.

When: **October 9th - October 11th 2024**

October 9th: : Students get a ride to school with luggage at 8:45. Use the parent drop off/pick up area (**students cannot not bring luggage on their regular school bus**)

October 11th: Students will return at 1:30 and be picked up by parents/guardians in the parent pick up/drop off area. They will be excused from school for the remainder of the day.

Where: Camp St. Croix Environmental Learning Center. Located near Hudson,

DRAFT-DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST
FORM 1- Site and district approval is required before students/families are notified of the trip and before any funds are collected for the potential trip.

Part 1 - Approval to Plan & Recruit for an Extended Trip- COMPLETE IN FULL

Date of this request: 7/31/24 Your name and school: Heritage E-STEM Middle

Your Email: brianna.havir@isd197.org Your Phone Number: 651-403-7432

Date Principal was notified of this trip: Yearly Trip

Dates of Trip: 10/9/24 Date/Time Leaving: 9:30AM Date/Time Returning: 10/11/24 1:30

Destination(s): Camp St. Croix

Who is this trip for (subject and grade levels)? 7th Grade - All Subjects

Estimated number of students that will participate: 230

Estimated number of chaperones that will participate (all chaperons must undergo a background check): 21-25

*Chaperone names: Brianna Havir, 7th Grade teachers,

Heritage Admin + support staff, parents

What is your chaperone ratio: One Adult Chaperone for every 10 students (minimum of 2 regardless of the number of students and at least 1 for every 10 students). *Chaperones are defined as adults (minimum age of 21) who accompany and oversee groups of students. At least half (and no less than 2) of the chaperones must be current School District 197 employees. (Exceptions can be made to this requirement by the Superintendent. Provide rationale.)

Form of Transportation: Bus Transportation Costs: \$ \$1000

(For liability purposes, all transportation must be provided by district transportation, contracted services, or public transportation. Private transportation is NOT allowed. Vehicle rentals are considered a contracted service. Allowable vehicles are specified and drivers must have a Type III license. Call the ISD 197 Transportation Department at 651-403-8320 for details.)

Lodging Name/Location: Camp St. Croix Cabins Lodging Costs: \$ part of student fee

(For liability purposes, all lodging must be public accommodations - hotel, public dormitory, etc. Exceptions may be requested and submitted to the Superintendent for consideration and possible approval.)

Cost per adult/chaperone: \$ 0

Costs covered by: Free with students

Cost per student: \$ 125

Costs covered by: students + scholarships

Sub costs, if any, paid by: none TOTAL COST: \$ 0

Please list all current School District 197 employees who will accompany this trip: _____

Heritage staff will be determined in September

Provide a general description of the trip and include 1) the educational purpose/goal of this trip and 2) a summary of the agenda/itinerary (feel free to note and attach additional documentation): _____

Environmental Education, Team Building

DRAFT-DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST

FORM 1- Site and district approval is required before students/families are notified of the trip and before any funds are collected for the potential trip.

If applicable, Tour Company Name: _____
 If applicable, Tour Company Customer Service Phone #: _____
 If applicable, Tour Company Emergency Phone #: _____

Trip Leader experience with educational travel as an adult (attach additional sheet if more space is needed):

Year	Destination(s)	# of Student Travelers	Age Range of Travelers	Your Role (coordinator, adult/chaperone, parent)
2023	Camp St. Croix	160	12-13	Coordinator
2022	Camp St. Croix	160	12-13	Coordinator
2019	Camp St. Croix	160	12-13	Chaperone

As the trip leader, I assure that...

[Please check the boxes that apply below, review the linked document, and sign the form before submission]

- ☐ I have not/will not communicate this potential trip until preliminary approval of this form has been attained from both the principal and superintendent.
- ☒ I will follow the room assignment procedures outlined in the Overnight Field Trip and Gender Inclusion Procedures document.
- ☒ When the trip is communicated to families, communication will include:
- that the trip has received preliminary approval, but will not receive final approval until closer to the date of the trip
 - that the trip may be canceled for a variety of reasons (insufficient chaperones, pandemic, destination issues)
 - that students will complete a room assignment preference form
 - the financial details describing:
 - ☒ Any fees that will not be refunded by the company or district if the trip is canceled
 - ☒ Options for travel insurance (including potential areas the insurance WON'T cover (cancellation, etc.))
 - ☒ All the options for meeting the financial commitments of the trip (family pays, fundraising opportunities, etc.)

is is
family
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it. No forms
ve been given.

Brianna Leri

Trip/Group Leader's Signature

7/30/24

Date

Part 2 - Approvals:

[Signature]

Principal Signature

7/30/24

Date

[Signature]

Superintendent/Designee Signature

8/12/24

Date

Once this form has been signed by your site administrator, submit it to the Superintendent for review and possible approval. Once approved, a signed copy will be returned to you. Then the trip leader may proceed with FORM 2 of this process.



1897 Delaware Avenue
Mendota Heights, MN 55118
P 651.403.7000 F 651.403.7010
www.isd197.org

TO: School Board Members

FROM: Peter Mau, Assistant Superintendent

DATE: September 9, 2024

SUBJECT: Resolution to close to open enrollment for grades 9 and 10 for the 2024-2025 school year.

BACKGROUND:

Two Rivers High School is currently approximately 25 students over projected enrollment in 9th and 10th grades.

It has been a long-standing goal of the school district to increase enrollment, and we have been successful. Districtwide enrollment is at or above prepandemic levels and we have surpassed pre-pandemic levels at the high school. Current 2024-2025 Two Rivers enrollment is 1721. While we typically lose some students between now and October 1st, we will still be well over pre-pandemic enrollment numbers at the high school level.

2017-2018 October 1st enrollment was 1430
2018-2019 October 1st enrollment was 1468
2021-2022 October 1st enrollment was 1447
2022-2023 October 1st enrollment was 1483
2023-2024 October 1st enrollment was 1656

We updated our enrollment projections for 2024-2025. However, the growth in 9th and 10th grade has surpassed our expectations. This causes the most challenges at 9th and 10th grade due in part to the number of required classes versus elective options students have. A number of our 9th and 10th grade classes are at or over our parameters. Additionally, continued overall growth at TRHS has exacerbated our space issues. We don't have room to add many classes, especially in certain content areas. While we know we lose some students between now and October 1st, closing to open enrollment will allow us to better manage these classes.

Proposal

To manage enrollment, we propose closing grades 9 and 10 to open enrollment for the remainder of the school year. This is a regular practice among several Minnesota school districts. It is permissible under Minnesota Statute 124D.03. A school district may close open enrollment at a grade level if the number of open enrollments at that grade level is more than 1% of the total enrollment.

Rationale

- This is a regular practice among several Minnesota school districts.
- It is permissible under Minnesota Statute 124D.03. A school district may close open enrollment at a grade level if the number of open enrollments at that grade level is more than 1% of the total enrollment.
- In Grade 9, approximately 22% of the total enrollment is from open enrollment. In Grade 10, approximately 23% of the total enrollment is from open enrollment. For both grades, we meet the criteria under MN Statute 124D.03.
- We are very close to or over the maximum class size in some Grade 9 and 10 classes.

Additional Information

- This proposal does not limit District 197 residents from enrolling in Grades 9 or 10.

RESOLUTION:

Please see the attached resolution.

RESOLUTION LIMITING OPEN ENROLLMENT

Member _____ introduced the following Resolution and moved its adoption:

WHEREAS, pursuant to Minnesota Statutes section 124D.03, subdivisions 2 and 6, the School Board may reject applications for enrollment based on the number of students in a particular grade level if the Board adopts a resolution stating that the number of nonresident students enrolling at that grade level may not exceed one percent of the total enrollment at that grade level in District 197, or the number of District 197 residents at that grade level who are enrolled in a nonresident district under the Enrollment Options Act, whichever is less; and

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 197, West St. Paul-Mendota Heights-Eagan Schools, as follows:

1. For the 2024-2025 school year, the number of nonresident students who may enroll under the Enrollment Options Program may not exceed one percent of the total enrollment at grade 9 in District 197, or the number of District 197 residents in grades 9 and 10 who are enrolled in a nonresident district under the Enrollment Options Act, whichever is less.
2. In accordance with Minnesota Statutes section 124D.03, subdivision 2(b), the Superintendent or his designee must report to the Minnesota Department of Education (MDE) on the number of nonresident students who are denied admission as a result of the limitations established in the second paragraph of this Resolution. The report must be submitted to the MDE by July 15, 2025.

The motion for the adoption of the foregoing resolution was duly seconded by _____ . On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.



Strategic Framework ***Implementation Targets***

2024-2025

Presented By:

Sara Lein, Director of Special service

Peter Mau, Assistant Superintendent

Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment

Focus Area: Social-Emotional Learning

1

Establish a district-wide
system of
social-emotional
learning and support

Overview

1

Establish a district-wide
system of
social-emotional
learning and support

- Aligned with CASEL's 10 Indicators of Schoolwide SEL
- Collaboration between the Special Services, Equity, and Curriculum/Instruction/Assessment teams
- Feedback from staff involved in the SEL for Students Training Academy
- Consultation from CASEL staff - Community Network Partners

Overarching Goals

1

Establish a district-wide
system of
social-emotional
learning and support

- **SEL leads to improved academic achievement**
 - opportunities to develop and practice social, emotional, and cognitive skills across different contexts
- **SEL contributes to healthy well-being and safe schools**
 - caring relationships, safe and supportive environments, social and emotional skills buffer against mental health risks
- **SEL develops skills that promote future readiness**
 - graduation, post-secondary enrollment, employment



INDICATORS OF SCHOOLWIDE SEL

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

CLASSROOM		Explicit SEL instruction	Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.
		SEL integrated with academic instruction	SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.
		Youth voice and engagement	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
SCHOOL		Supportive school and classroom climates	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.
		Focus on adult SEL	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.
		Supportive discipline	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.
COMMUNITY		A continuum of integrated supports	SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.
		Authentic family partnerships	Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.
		Aligned community partnerships	School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.
		Systems for continuous improvement	Implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.

1

Establish a district-wide system of social-emotional learning and support

Explicit SEL Instruction

1

Establish a district-wide
system of
social-emotional
learning and support

Providing students with consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.

Objectives:

- Enhance elementary SEL content with the CharacterStrong curriculum delivered by counselors.
- Develop and implement social-emotional learning lessons in health classes at grades 5, 6, 7, 8, and 10.
- Refine SEL instructional content shared with students in the grade 9 Warrior Seminar classes.
- Develop a social, emotional, and behavioral IEP goal bank in alignment with SEL learning targets.

Integrated SEL with Academic Instruction

1

Establish a district-wide system of social-emotional learning and support

Integrating SEL objectives into instructional content and teaching strategies for academics as well as music, art, and physical education.

Objective:

- Fully implement AMAZEworks curriculum in the early learning and elementary sites.
- Explore opportunities for integrating social-emotional learning in the middle school flex options.
- Identify ways high school teachers can regularly integrate SEL learning targets into their classrooms

Youth Voice and Engagement

1

Establish a district-wide
system of
social-emotional
learning and support

Honoring and elevating a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers

- Seek input from youth voices by gathering ideas and feedback on SEL implementation and survey data from the middle school and high school student leadership teams.

Supportive School and Classroom Climates

1

Establish a district-wide system of social-emotional learning and support

Creating schoolwide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community.

Objective:

- Provide resources for school leaders on classroom look-fors and other social-emotional learning topics.
- Deliver sessions on “Classroom Climate” during Training Academies for new and middle school staff.

Focus on Adult SEL

1

Establish a district-wide
system of
social-emotional
learning and support

Providing staff with regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.

- Provide training academy for school staff, “Emotional Intelligence in Action,” to empower participants to navigate the complexities of their roles with greater confidence, resilience, and well-being.

Supportive Discipline

1

Establish a district-wide system of social-emotional learning and support

Creating discipline policies and practices that are instructive, restorative, developmentally appropriate, and equitably applied.

Objectives:

- Provide sessions on “Student Support Strategies” to establish a foundation of strategic support for emotional regulation and connection in the classroom during Training Academies for new and middle school staff.
- Explore and enhance the use of restorative practices across the district to build community and develop students’ social-emotional competencies.

Continuum of Integrated Supports

1

Establish a district-wide system of social-emotional learning and support

Ensuring that SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.

Objectives:

- Continue piloting a multi-tiered system of support (MTSS) team process at Somerset and plan for expansion to other sites.
- Develop and implement explicit instruction for small groups needing additional social, emotional, and behavioral support from elementary counselors.
- Continue and refine the Building Assets Reducing Risks (BARR) team meeting structure to identify support for 9th-grade students.

Authentic Family Partnerships

1

Establish a district-wide
system of
social-emotional
learning and support

Providing families and school staff with regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.

Objectives:

- Provide resources for families to support students' social and emotional development.

Aligned Community Partnerships

1

Establish a district-wide system of social-emotional learning and support

Ensuring that school staff and community partners are aligned on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.

- Provide training on social-emotional learning in a school setting with 360 Communities family support workers and Ellie Mental Health and Associated Clinic of Psychology mental health therapists.

Systems for Continuous Improvement

1

Establish a district-wide system of social-emotional learning and support

Ensuring implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.

Objectives:

- Review and prioritize SEL-related systems, practices, and policies with a focus on equity at monthly multi-department (Curriculum-Instruction-Assessment, Equity, and Special Services) meetings.
- Identify annual measures for SEL progress.

SEL one-pagers for staff and families (K-8)

SEL Social Emotional Learning



in KINDERGARTEN

Kindergarten introduces skills in social-emotional learning. Students will receive these lessons during direct SEL instruction, social studies lessons, literacy instruction, and counselor time. The focus will be on skills and strategies to help with problem-solving, calming, regulating, and interacting with others with increased ease.

Students will practice these skills in a variety of ways including modeling, practice, guided discovery, scripting, literature, and songs. By establishing a solid foundation in social emotional learning, students will be able to co-create thriving schools and contribute to safe, healthy, and just communities.

HOW DO WE BUILD SKILLS IN KINDERGARTEN?

Social-emotional learning is integrated throughout the school day through modeling, practice, guided discovery, scripting, literature, and songs.

WHAT WILL SEL LOOK LIKE IN A KINDERGARTENER?

- Strategies for problem solving, calming, regulating, etc.
- Using their words to articulate needs and emotions
- Positive interactions with others
- Demonstrating self-advocacy



WHEN DOES SEL INSTRUCTION OCCUR?

Explicit instruction in kindergarten occurs during morning meetings, in social studies, and through lessons provided by the school counselor.

KINDERGARTEN LEARNING TARGETS



Self Awareness

- I can show and tell how I am feeling.
- I can tell things I want and need.
- I can tell what it feels like to be safe.

Self Management

- I can do hard things.
- I can listen to what others say about my behavior.
- I can change my behavior based on what others say.

Social Awareness

- I can tell if someone is feeling good or bad based on how they look and sound.
- I can share something positive about others.

Relationship Skills

- I can take turns and share with others.

Responsible Decision Making

- I can identify expected behaviors on the bus, in the classroom, and at school.
- I can "stop, think, and act" when making decisions.
- I can follow classroom expectations.

Focus Area: Equitable Systems and Supports



2

Build equitable
systems and support
throughout the district

Overview

- Structured based on Policy 106 Equity - Commitments (7)
- Input from Equity Advisory and Admin Team
- Refinement and feedback with Equity Advisory.
- Most are DO led. Some need site support. Sites are fully responsible for one.
- Some targets that have an equity element to them may be reported in Career and College Readiness or Social Emotional Learning instead.

Elevator Speech

Our Equity Implementation Targets reflect the desire of our community through the strategic framework, which prioritizes creating equitable systems and supports. They align to the School Board's equity commitments outlined in policy. Further, the targets were developed in collaboration with the Equity Advisory, including strong student voice.

The targets reflect where our school district community wants to move forward in making our schools more equitable, inclusive, and welcoming for all. Together, we thrive when we all belong!

Staff Quality & Diversity

- Implement Supporting Native American Students professional development for all licensed staff
- Offer staff opportunities to learn a new language
- Update the School District 197 Teacher Evaluation Rubric to include cultural competence (implementation in 25-26)
- Provide equity training to non-licensed staff
- Provide training on supporting LGBTQIA+ people to non-licensed staff
- Provide training on supporting LGBTQIA+ people to new teachers
- Provide equity training to new teachers
- Develop partnerships with at least two historically Black colleges and universities

Equitable Family Partnerships

- Increase family representatives on Equity Advisory
- Increase Parent Academy (or similar) opportunities
- Increase the number of Cultural Liaisons in the district

Equitable Resource Allocation

- Conduct regular department and site meetings, hosted by the Superintendent and Finance Director, to analyze and increase the equitable allocation of budgets and resources.
- Increase awareness of financial assistance for activities fees

Equitable Curriculum, Instruction, and Assessment

- Fully implement AMAZEworks supplemental curriculum in PreK-4 classrooms
- Plan for the development of a Native Language course offering at the high school
- Provide resources for school leaders on classroom look-fors aligned with culturally responsive instruction

Equitable School and Classroom Environment

- Implement the use of the Diversity, Equity, and Inclusion Tool developed by Equity Advisory
- Regularly offer school menu options for religious diet needs
- Increase the diversity of cuisine offerings for school meals to be more reflective of the diversity of our student population

Diverse Classrooms and Schools

- Implement a plan to increase inclusion in high school activities, which includes four recruitment events, development of an activities board, and advertising on the school's visual displays

Equitable Student Leadership and Voice

- Advertise district and site leadership opportunities to high school students via multiple communication platforms
- Provide opportunities for students to share their stories so we can publicly celebrate the diversity of backgrounds, cultures, ethnicities, and abilities in our student population
- Increase the number of student ambassadors to the Beyond Our Walls Summit to at least four
- Update the student equity survey

Focus Area: College and Career Readiness

3

Increase E-12
opportunities for
career exploration
and preparation

3

Increase E-12
opportunities for
career exploration
and preparation

Overview

3

Increase E-12
opportunities for
career exploration
and preparation

- Structured on four central categories of work
- Input from Curriculum Advisory Committee (CAC), student CAC, Gifted and Talented Advisory Committee (GTAC), Career and Technical Education (CTE) advisory, Dakota County Perkins Consortium, post secondary partners, curriculum review, HS admin team
- Refinement and feedback through CIA, tri-district CAPS and HS admin team
- Most are DO led. Site supported especially at HS
- Some targets that have a CCR element to them may be reported in Equity or Social Emotional Learning instead.

Elevator Pitch

3

Increase E-12
opportunities for
career exploration
and preparation

Imagine a graduating class where every senior is equipped with not just a diploma, but a wealth of experiences and achievements.

At School District 197, we're dedicated to ensuring that every student walks across the stage not just with knowledge, but with tangible skills and connections that set them up for success.

From college credits and certifications to hands-on internships, our students are primed for the future. But we don't stop there. We also emphasize the importance of giving back, with volunteer opportunities ingrained in our curriculum, ensuring that each graduate leaves a positive impact on their community. Join us in shaping the leaders of tomorrow, where education isn't just a path, but a transformative journey.

Overarching Goals

3

Increase E-12 opportunities for career exploration and preparation

By 2030, every graduating Two Rivers student

- has taken a course (research suggests it should be 2 courses) that bears college credit or has earned certifications.
- has some sort of community service/volunteer hours.
- has an opportunity to participate in some type of immersive experiences (internship, career/college related field trip, job shadowing, mentoring, etc)

Focus Area: College and Career Readiness

3

Increase E-12
opportunities for
career exploration
and preparation

3

Increase E-12
opportunities for
career exploration
and preparation

- Course, School and Structural Support
- Direct Student Supports
- Career and College Readiness
- Career and Technical Education Pathways

Course, School and Structural Support

3

Increase E-12
opportunities for
career exploration
and preparation

Expanding and sustaining opportunities to improve student outcomes

Objectives:

- Complete curriculum review tasks/activities following the curriculum review cycle.
- Support the implementation of the new middle school schedule.
- Complete the required science of reading training.
- Review and refine the approach to the district's personal learning plan including the student progress and tracking towards graduation.
- Plan for a native language course.
- Investigate the possibility of offering an alternative learning program during the school day.

Direct Student Supports

3

Increase E-12
opportunities for
career exploration
and preparation

Reducing barriers to improve student outcomes for underrepresented student groups.

Objectives:

- Explore ways to expand student tutors.
- Explore expansion of Building Assets Reducing Risks (BARR) to at least one cohort in grade 10.
- Explore and implement ways to support FLEX at MS (vitals checks, collaborative study groups, tutors, etc)
- Widen and diversify student focus groups for feedback
- Sustain and expand strategies for providing immersive experiences for students (internship, career/college related field trip, job shadowing, mentoring, etc)
- Refine and develop sustainable procedures for students making transitions from Pre-K to elementary, elementary to middle school, from middle school to high school, as well as with our postsecondary and labor partners.

Career and College Readiness

3

Increase E-12
opportunities for
career exploration
and preparation

Expanding opportunities for students to earn college credit, career-based certifications, and internships.

Objectives:

- Review and refine our scope and sequence for a student's Personal Learning Plan beginning in grade 9.
- Prepare, implement, monitor and adjust new middle school electives.

Career and Technical Education Pathways

3

Increase E-12 opportunities for career exploration and preparation

Aligning and expanding opportunities for students to explore Career and Technical Education (CTE) pathways.

Objectives:

- Ensure sustainability of, and continue to support the expansion for, work-based learning at TRHS.
- Continue developing full secondary pathways in all six MCIS career fields that lead into existing post-secondary programs and/or industry credentials.
- Identify at least one college credit-bearing opportunity, or industry-recognized certification, in each program area.

Table Reflection

- What are some ways these targets will impact your site?
- What is something you can do this year specifically to help advance our work in this area?

Individual Reflection

Individually reflect on the implementation targets.

- Identify the 2 - 3 targets that excite you the most and why?
- Write your why for each target on a post-it at your table and add it to the appropriate poster.

Table Reflection

Consider this question:

From your perspective, what might be important for us to consider as we implement these targets?

Identify ideas on chart paper.

SCHOOL DISTRICT 197

Nurture. Inspire. Prepare. Together, We Thrive.

2024-25 Superintendent Goals

Approved by School Board on _____

Goal 1

The superintendent will oversee the implementation of operational plans in support of the strategic plan.

Goal 1a

The superintendent will oversee the implementation of operational plans in support of the **social and emotional learning** focus area.

Goal 1b

The superintendent will oversee the implementation of operational plans in support of the **equitable systems and support** focus area.

Goal 1c

The superintendent will oversee the implementation of operational plans in support of the **career exploration and preparation** focus area.

Goal 2

The superintendent will increase staff engagement and feedback through one-on-one interviews with all district staff within 4-6 years. Each year, this will require approximately 150-200 interviews.

Goal 3

The superintendent will increase alignment and coordination among and between district and site leaders. Specific strategies include implementing the Principal Support Framework and increasing feedback cycles for district and site leaders.