



Policies of the Anoka-Hennepin School District

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EQUAL EDUCATIONAL OPPORTUNITY POLICY

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the Anoka Hennepin School District.

II. GENERAL STATEMENT OF POLICY

A. It is the district's policy to provide equal educational opportunity for all students. No student shall be discriminated against on the basis of race, color, creed, religion, national origin, sex/gender, marital status, disability, familial status, status with regard to public assistance, sexual orientation or age. The district does not deny any student access to the benefits and opportunities of its educational programs. The district also makes reasonable accommodations for students with disabilities.

B. The district prohibits the harassment of any individual for any of the categories listed above. For definitions and information about the types of conduct that constitute violation of the district's policy on harassment and violence and the district's procedures for addressing complaints, refer to the district's Harassment, Violence, and Discrimination Policy. The district prohibits retaliation against anyone who brings a complaint or participates in an investigation.

C. This policy applies to all of the academic and nonacademic programs of the district, including, for example, coursework, co-curricular and extracurricular activities, and other rights or privileges of enrollment. This policy will be enforced before, during, or after school hours on all school property, including the school bus, school functions, or events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus.

D. It is the responsibility of every district employee¹ to comply with this policy, to intervene to attempt to stop any violations of this policy, and to report all violations of this policy.

E. Any student, parent or guardian having any questions regarding this policy should discuss it with the building principal or the Title IX Coordinator/Equity Coordinator:

Title IX Coordinator/Equity Coordinator
Mailing address: 2727 North Ferry Street, Anoka, MN 55303
Telephone: (763) 506-1000
Email: titleIXcoordinator@anoka.k12.mn.us

F. The reporting procedures set forth in the Harassment, Violence and Discrimination Policy shall be used to report violations of this policy.

¹ For purposes of this policy, "district employee" includes school board members, district employees, agents, volunteers, contractors/vendors, or persons subject to the supervision and control of the district.

Anoka-Hennepin School District No. 11

Anoka, MN 55303

Adopted: July 12, 1976

Revised: August 28, 2006

Revised: October 25, 2010

Revised: October 22, 2012

Revised: November 12, 2014

MISSION STATEMENT

It is the primary mission of the Anoka-Hennepin School District to effectively educate each of our students for success.

To fulfill this mission the School District is accountable for...

- Providing a caring, highly trained and effective staff who use research-based best practices,
- Providing learning opportunities that meet the individual learning needs of each student,
- Monitoring student achievement to maximize each student's learning,
- Promoting high achievement for all students,
- Acknowledging parent's roles as their children's primary educators and partnering with them to increase student success,
- Improving connections with the community to foster public involvement with and understanding of our educational programs,
- Providing a safe and respectful learning environment, and
- Using all resources efficiently and effectively.

VISION STATEMENT

It is the vision of the Anoka-Hennepin School District to be a public school system of excellence, with high quality staff and programs and successful graduates.

Anoka-Hennepin School District No. 11
Coon Rapids, MN 55433
Adopted: January 1985
Revised: March 1995
Revised: February 9, 2004

ELECTION OF SCHOOL BOARD

1. The School Board shall consist of six members elected and serving in accordance with the provisions of Minnesota Statutes.
2. School board elections shall be conducted in accordance with state election law and rules.
3. Three members shall be elected in odd numbered years at the annual school election held on the first Tuesday after the first Monday in November.
4. Affidavits of candidacy shall be filed with the clerk within the filing period before the election. Successful candidates shall file a certificate of acceptance and oath of office with the clerk within 30 days of the election.
5. Successful candidates shall take office on the first Monday in January at the organizational meeting of the Board.
6. The school district shall be divided into six election districts with one Board member elected from each election district.
7. The election districts are listed below:

ELECTION DISTRICT NO. 1 SHALL INCLUDE:

All precincts in the City of Anoka: P1, P2, P3, P4, P5, P6, P7, P8.

That part of the City of Ramsey located in the Anoka-Hennepin School District and located in Ramsey Precincts: W2P1, W2P2, W3P1, W3P2, W4P1, W4P2.

That part of the City of Andover located in Precinct P2.

That part of the City of Coon Rapids located in Precinct W4P1.

ELECTION DISTRICT NO. 2 SHALL INCLUDE:

That part of the City of Blaine located within the Anoka-Hennepin School District and located in Precincts: W1P1, W1P4, W2P1, W2P2A, W2P2B, W2P3, W2P4A, W2P5, W2P6, W3P1, W3P2, W3P3, W3P4, W3P5, W3P6, W3P7, W3P8.

That part of the City of Coon Rapids located in Precincts: W5P1, W5P2.

ELECTION DISTRICT NO. 3 SHALL INCLUDE:

That part of the City of Dayton located in the Anoka-Hennepin School District located in Precincts: P1, P2, P3.

All precincts in the City of Champlin: P1, P2, P3, P4.

That part of the City of Coon Rapids located in the Anoka-Hennepin School District and located in Precincts: W3P1, W4P2, W4P3, W4P4.

ELECTION DISTRICT NO. 4 SHALL INCLUDE:

That part of the City of Ham Lake located in the Anoka-Hennepin School District in Precincts: P1, P2, P3, P4, P5, P6.

That part of the City of Andover located in the Anoka-Hennepin School District in 202.0

Precincts: P1, P5, P6, P7, P8, P9.

That part of the City of Ramsey located within the Anoka-Hennepin School District and located in Ramsey Precincts: W1P1, W1P2.

That part of the City of Nowthen located in the Anoka-Hennepin School District in Precinct 1A.

That part of the City of Oak Grove located within the Anoka-Hennepin School District in Precinct 4.

ELECTION DISTRICT NO. 5 SHALL INCLUDE:

That part of the City of Fridley located in the Anoka-Hennepin School District in Precincts: W3P1, W3P2.

That part of the City of Coon Rapids located in Precincts: W3P2, W3P3, W3P4, W5P3, W5P4, W5P5.

That part of the City of Brooklyn Center located within the Anoka-Hennepin School District in Precinct 3.

That part of the City of Brooklyn Park located within the Anoka-Hennepin School District and located in Brooklyn Park Precincts: 1A, 2, 4A, 5, 6A, 8.

ELECTION DISTRICT NO. 6 SHALL INCLUDE:

That part of the City of Coon Rapids located in Precincts: W1P1, W1P2, W1P3, W1P4, W2P1, W2P2, W2P3, W2P4, W2P5.

That part of the City of Andover located in Precincts: P3, P4, P10.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Revised April 13, 1992
Revised February 14, 1994
Revised August 8, 1994
Revised May 20, 2002
Revised July 12, 2004
Revised April 30, 2012
Revised July 8, 2013

VACANCY – SCHOOL BOARD

The following is an excerpt from Minnesota Statute:

Subdivision 3. A vacancy in any board occurs when a member (a) dies, or (b) resigns, or (c) ceases to be a resident of the district, or (d) is unable to serve on such board and attend its meetings for not less than 90 days because of illness or prolonged absence from the district.

Subdivision 4. A vacancy caused by a member being unable to serve on such board and attends its meeting for not less than 90 days because of illness or prolonged absence from the district, may, after the board has by resolution declared such vacancy to exist, be filled by the board at any regular or special meeting thereof for the remainder of the unexpired term, or until such ill or absent member is again able to resume duties as a member of such board, whichever date is earliest. When the ill or absent member is able to resume duties as a member of the board, the board must by resolution so determine and declare such person to be again a member of the board, and the member appointed by the board to be no longer a member thereof.

Subdivision 5. Any other vacancy in a board shall be filled by board appointment at a regular or special meeting. The appointment shall be evidenced by a resolution entered in the minutes and shall continue until an election is held under this subdivision. All elections to fill vacancies shall be for the unexpired term. If the vacancy occurs before the first day to file affidavits of candidacy for the next school district general election and more than two years remain in the unexpired term, a special election shall be held in conjunction with the school district general election. The appointed person shall serve until the qualification of the successor elected to fill the unexpired part of the term at that special election. If the vacancy occurs on or after the first day to file affidavits of candidacy for the school district general election, or when less than two years remain in the unexpired term, there shall be no special election to fill the vacancy and the appointed person shall serve the remainder of the unexpired term and until a successor is elected and qualifies at the school district election

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Revised: January 1991
Revised: November 27, 2006

ELECTION OF SCHOOL BOARD OFFICERS

On the first Monday in January of each year, or as soon thereafter as practical, the Board shall meet and organize by selecting a chair, a vice chair, a clerk, and a treasurer who shall hold their offices for one year and until their successors are selected and qualify.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Revised: August 22, 1994
Revised: November 27, 2006

DUTIES OF SCHOOL BOARD OFFICERS - CHAIR

The chair:

1. Shall preside at all meetings of the School Board and of the district.
2. Shall countersign all orders upon the treasurer for claims approved by the Board.
3. Shall sign all contracts or agreements approved by the Board.
4. Shall represent the district in all actions.
5. Shall appoint all special committees.
6. Shall advise the Superintendent concerning important school business for which there is no policy or precedent to follow and which requires a decision before the next regular Board meeting. The chair may canvass the opinion of all Board members. All emergency decisions shall be presented to the School Board at its next regular meeting for final action. In the absence of the chair, the vice chair shall serve as temporary chairman.
7. Shall call special meetings of the Board providing legal notice is given to all members.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Revised: November 27, 2006

DUTIES OF SCHOOL BOARD OFFICERS - CLERK

The Clerk:

1. Shall be responsible for checking and supervising the record of all meetings of the district and the School Board.
2. On or before August 15 in each year shall make and transmit to the Commissioner certified reports showing:
 - a. The condition and value of school property;
 - b. The revenues and expenditures in detail, and such other financial information required by law, rule or as may be call for by the commissioner;
 - c. The length of the school term and the enrollment and attendance by grades, and
 - d. Such other items of information as may be called for by the commissioner.
3. Shall furnish the county auditor on or before October 10 of each year an attested copy of his record showing the amount of money voted by the School Board for school purposes.
4. Shall sign all orders upon the treasurer for the payment of money for bills and salaries approved by the School Board.
5. Shall sign all contracts and agreements approved by the School Board unless the School Board authorizes the same to be signed by one of the administrative personnel.
6. Shall direct and inspect all records and reports as required of the clerk. These records and reports shall be prepared by the clerical staff of the central administration office.
7. Shall, within three days after an election, notify all persons elected of their election.
8. Shall perform such duties as the School Board, Superintendent of Schools, or the special committees may require.
9. Shall receive such salary as the School Board may determine at its organizational meeting.
10. Shall file all records, minutes, and correspondence in a space provided in the central administration office.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Revised: November 27, 2006

DUTIES OF SCHOOL BOARD OFFICERS - TREASURER

The Treasurer:

1. Shall before entering upon the duties of his office execute a bond to the School Board as provided by law.
2. Shall deposit the funds of the district in the official depository.
3. Shall mail all reports which may be called for by the Board and perform all duties usually incumbent on such officer.
4. In the event that the Chair has been continuously absent from the district for a period of thirty days or more, the treasurer may pay orders without the signature of the Chair.
5. In the event that valid orders are presented to the treasurer for payment, and there are insufficient funds on hand to pay them, the treasurer shall receive, endorse and process them in accordance with section 123B.12.
6. Shall perform such other duties as are required by law.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Revised: November 27, 2006

DUTIES OF SCHOOL BOARD MEMBERS

1. The Board must have the general charge of the business of the district, the school houses, and of the interests of the schools thereof. The Board's authority to govern, manage, and control the district; to carry out its duties and responsibilities; and to conduct the business of the district includes implied powers in addition to any specific powers granted by the legislature. It shall delegate authority to the Superintendent and his staff but it is responsible to the people for the results produced.
2. It shall select and elect a Superintendent of Schools and support him in the discharge of his duties.
3. It may accept, modify, or reject the recommendations of the Superintendent and may call for new recommendations.
4. It shall elect, promote, dismiss, and assign all employees upon the recommendation of the Superintendent.
5. It shall make salary schedules, custodial working agreements, transportation contracts, insurance contracts, and any other contracts and agreements involving school business upon the recommendations of the Superintendent.
6. It shall approve materials of instruction, school philosophy, and changes in the curriculum upon the recommendation of the Superintendent.
7. It shall adopt a tentative budget and a final budget upon the recommendation of the Superintendent.
8. It shall designate depository or depositories for school funds.
9. It shall plan in advance capital outlay and maintenance expenditures including building alterations and additions, new equipment, improvement of grounds, and repair and replacement of buildings and equipment.
10. It shall provide for the enforcement and administration of all school laws, local, state, and federal.
11. It shall study, anticipate, and recognize the educational needs of the community and incorporate them in the school program.
12. It shall interpret the educational program and school policies to citizens in the community.
13. It shall be informed of all phases of the educational program in the district and of new ideas, trends, and advances being made in education elsewhere.
14. It shall evaluate the educational program and the work of the Superintendent and his staff
15. It shall approve all disbursements.
16. It shall approve the annual financial reports of the clerk and treasurer.
17. It shall, at least 45 days before the date of the biennial school elections, determine the number of voting precincts, the polling places, and the hours the polls will be open. It shall cause to be chosen election judges for each polling place and shall canvass the election returns at a meeting of the School Board called for that purpose.
18. It shall hear communications, written or oral, from citizens or organizations on matters of administration or policy.
 - a. Requests, petitions, etc., made by individuals or delegations will not elicit Board action at the meeting at which such request is made, unless the public interest requires an immediate decision by the School Board, and unless the rules, regulations, and practices of the school system will enable the making of an immediate decision.
 - b. On all requests not included in the exceptions previously mentioned, the School Board shall instruct the Superintendent to collect and report pertinent information at a later date.
19. It shall perform such other functions and duties as required by law.

Anoka-Hennepin District No. 11
 Coon Rapids, MN 55433
 Revised: November 27, 2006

REGULAR SCHOOL BOARD MEETINGS

Regular meetings of the School Board shall be held on the fourth Monday of each month at 6:30 p.m.; however, the schedule of regular meetings may be altered by the School Board.

All regular and special meetings of the School Board are open to the public.

The current edition of Robert's Rules of Order shall be the official guide of the School Board on all points of parliamentary procedure.

A majority of the School Board shall constitute a quorum but no contract shall be made or authorized except at a meeting of the Board of which all members have had legal notice.

Guidelines for planning and conducting school board meetings include:

1. An advanced tentative agenda will be prepared by the Superintendent and forwarded to the School Board members the Thursday before every Board meeting.
2. A final agenda containing necessary additional items will be prepared by the Superintendent the day of the School Board meeting.
3. Each member of the body participating in a meeting by telephone or other electronic means is considered present at the meeting for purposes of determining a quorum and participating in all proceedings.
4. Individuals or delegations who want to present petitions or communications, or speak to the Board should make arrangements through the Superintendent prior to the meeting.
5. Members of the public who want to address the School Board shall do so only at the discretion of the Board chairman.
6. Normally no person shall speak more than 5 minutes or more than once.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
July 7, 1986
Revised July 11, 1994
Revised February 13, 2012

ADJOURNED SCHOOL BOARD MEETINGS

Any legal meeting of the School Board may be adjourned to a specific time and place. Only issues on the agenda of the meeting adjourned may be acted upon when the meeting is reconvened.

Anoka-Hennepin School District No.11
Coon Rapids, MN 55433
Adopted: July 1, 1977
Revised: November 27, 2006

SPECIAL SCHOOL BOARD MEETINGS

Special meetings of the School Board may be called upon such notice as approved by Minnesota Statutes and it may be amended from time to time.

Present statutes declare that special meetings may be called by the chair or clerk or any three members of the School Board upon notice mailed to each member at least 3 days prior thereto. The same statute states that "No contract shall be made or authorized except at a regular meeting of the School Board or at a special meeting at which all members are present or of which all members have had notice."

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted: July 1, 1977
Revised: November 27, 2006

SCHOOL BOARD MEETING MINUTES

1. A copy of motions/resolutions shall be carefully recorded. The names of those who make motions/resolutions, second the motions/resolutions, and those who vote ayes and nays on resolutions shall be recorded. The chairman shall declare the motion/resolution adopted or rejected.
2. The official minutes shall be bound and kept in the office of the Superintendent of Schools.
3. Publishing of minutes shall be made in the legal newspaper according to law.
4. All records of the School Board shall be available to citizens for inspection at the Educational Service Center.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted: July 1, 1977
Revised: November 27, 2006

OPEN MEETING LAW

The following Minnesota Statute applies.

13D.01 Meetings must be open to the public; exceptions.

Subdivision 1. In executive branch, local government.

All meetings, including executive sessions, must be open to the public

(a) of a state

- (1) agency,
- (2) board,
- (3) commission, or
- (4) department,

when required or permitted by law to transact public business in a meeting;

(b) of the governing body of a

- (1) school district however organized,
- (2) unorganized territory,
- (3) county,
- (4) statutory or home rule charter city,
- (5) town, or
- (6) other public body;

(c) of any

- (1) committee,
- (2) subcommittee,
- (3) board,
- (4) department, or
- (5) commission,

of a public body; and

(d) of the governing body or a committee of:

- (1) a statewide public pension plan defined in section 356A.01, subdivision 24; or
- (2) a local public pension plan governed by section 69.77, sections 69.771 to 69.775, or chapter 354A, 422A, or 423B.

Subd. 2. **Exceptions.** This chapter does not apply

- (1) to meetings of the commissioner of corrections;
- (2) to a state agency, board, or commission when it is exercising quasi-judicial functions involving disciplinary proceedings; or
- (3) as otherwise expressly provided by statute.

Subd. 3. **Subject of and grounds for closed meeting.**

Before closing a meeting, a public body shall state on the record the specific grounds permitting the meeting to be closed and describe the subject to be discussed.

Anoka-Hennepin District No. 11
 Coon Rapids, MN 55433
 Revised: January 1991
 Revised: November 27, 2006

**PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS / COMPLAINTS ABOUT PERSONS
AT SCHOOL BOARD MEETINGS
AND
DATA PRIVACY CONSIDERATIONS**

I. PURPOSE

- A. The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.
- B. The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school board is to encourage discussion by citizens of subjects related to the management of the school district at school board meetings. The school board will reserve time as part of the agenda for communication, delegations and petitions. The school board will hear testimony concerning items on the agenda, unresolved employee complaints and other topics of concern to the community. The school board may adopt reasonable time, place and manner restrictions on public expression in order to facilitate free discussion by all interested parties.
- B. The school board in order to encourage participation of all citizens will require that the meeting attendees not respond to public testimony through applause or comment either positive or negative.
- C. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.

III. RIGHTS TO PRIVACY

- A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
 - 1. right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40, Subd. 14 (Teachers Discharge Hearing);
 - 2. right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);
 - 3. right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Not Public Data);
 - 4. right to a private hearing for licensed or nonlicensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd. 3.

- B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
1. right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing);
 2. right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA);
 3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

V. THE PUBLIC'S OPPORTUNITY TO BE HEARD

The school board will strive to give all citizens of the school district an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minn. Stat. § 13.43, Subd. 2 (Public Data).

The school board will reserve time as part of the agenda for communication, delegations and petitions. The school board will hear testimony concerning items on the agenda, unresolved employee complaints and other comments of interest to the community.

The school board chair may decide to delay testimony on agenda items until after the presentation of the agenda item to the school board. Allocation of speaking time will be set by the school board chair in order to allow orderly and efficient proceedings.

VI. PROCEDURES

A. Public Testimony

1. Citizens who wish to have a subject discussed at a public school board meeting are encouraged to notify the superintendent's office in advance of the school board meeting. All citizens interested in speaking will be asked to fill out a form that will be provided to the school board chair prior to the start of the meeting. Contact information will include name, address, phone number or e-mail. The form will request contact information, and the subject to be covered or the issue to be addressed.
2. Citizens who wish to address the school board on a particular subject should identify the subject and identify agenda item(s) to which their comments pertain. Citizens are encouraged to provide a written copy of the testimony in hard copy or by electronic mail.
3. The school board chair will recognize one speaker at a time, and will rule out of order other speakers who are not recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.

4. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.
5. Testimony which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with governing law.
6. The school board chair shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.
7. Personal attacks by anyone addressing the school board are unacceptable. "Personal attack" means making an argument which links the validity of a premise to a characteristic or belief of the person advocating the premise or making of an abusive remark instead of providing evidence when examining another person's claims or comments. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
8. In general all individual comment shall be less than 5 minutes. The school board reserves the right to set further time limits on speakers to allow citizens to participate within the scheduled time.
9. The school board in order to encourage participation of all citizens will require that the meeting attendees not respond to public testimony through applause or comment either positive or negative. The school board chair shall caution the attendees if the rule is violated. Individuals who violate the rule may be directed to leave.
10. The school board may decide to hold certain types of public meetings where the public will not be invited to address the school board. Possible examples are work sessions and board retreats. The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not be allotted time during the meeting to address the board.
11. Citizens are encouraged to not repeat testimony given by other speakers. A simple statement of agreement with past speakers will provide for a more efficient use of time so more citizens can present new information or points of view for the school board to consider.
12. Citizens shall address the school board and not individual school board members.

B. Complaints

1. Routine complaints about a teacher or other employee should first be

directed to that teacher or employee or to the employee's immediate supervisor.

2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.
3. Unresolved complaints from Paragraph 1. of this section or problems concerning the school district should be directed to the superintendent's office.
4. Complaints which are unresolved at the superintendent's level may be brought before the school board by notifying the school board in writing.

C. Open Forum- Items not on the School Board Agenda

The school board shall normally provide a specific period of time where citizens may address the school board on any topic, subject to the limitations of this policy. In general all individual comment shall be less than 5 minutes. Depending on the number of citizens present the school board chair reserves the right to set further time limits to allow participation within the allocated time.

The school board chair may group speakers by topic. If there are more requests than time available priority will be given to citizens that reside within the Anoka-Hennepin school district.

D. No Board Action at Same Meeting

Except as determined by the school board to be necessary or in an emergency, the school board will not take action at the same meeting on an item raised for the first time by the public.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted: August 8, 2011

SCHOOL BOARD POLICIES

- A. It is generally agreed that any statement of Board policies should be based upon a recognition of three distinct principles of school control and management:
 - 1. **Legislative Function.** The Board should formulate policies for the general management of the school or schools in the district.
 - 2. **Executive Function.** The Board should delegate in writing to the Superintendent its executive and administrative duties and responsibilities necessary for carrying out its policies, and should hold the Superintendent accountable.
 - 3. **Appraisal Function.** The Board should hold the Superintendent responsible for furnishing complete information necessary for the Board's final evaluation of the school program.
- B. Rules and regulations should be guiding principles rather than detailed instructions. They should reflect policy rather than administrative procedure, which is the responsibility of the Superintendent.
- C. Rules and regulations should be a part of the minutes as a record of the School Board and are not to be modified except with the consent of the School Board.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted July 1, 1977

REVISION OF SCHOOL BOARD POLICIES

1. Policies may be revised, added to, or retracted at a regular meeting of the School Board or by a majority vote of the members. Whenever practical, proposed additions and/or revisions of policies will be adopted at a meeting subsequent to the meeting where the proposed changes are first introduced.
2. The operation of any section or sections of these policies, not established by law, may be temporarily suspended by a majority vote of the School Board at a regular or special meeting.
3. All employees shall be notified whenever revisions, additions, or retractions are made to School Board policies, rules and regulations.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted: July 1, 1977
Revised: May 1979
Revised: November 27, 2006

NEGOTIATIONS CODE OF ETHICS

The Anoka-Hennepin School Board and administration:

1. Will make every reasonable effort to provide to employees and the general public timely, accurate, and complete information.
2. Will provide information to employees and the general public through district publications, the news media, and other appropriate means.
3. Will not engage in activities which demean or destroy the credibility and integrity of individual members of an employee organization or its representatives.
4. Will not knowingly misrepresent positions of employee organizations and/or the school district.
5. Will make every effort to preserve the concept that the governance of public schools shall remain with the public's duly elected representative, i.e., the School Board.
6. Will make every reasonable effort to arrive at a settlement which is economically practicable and which will not compromise the general well-being of students.
7. Will regularly review the status of negotiations at public School Board meetings and will make initial proposals of both parties known to the public and employees with an analysis of the potential impact of the proposals on the district.
8. Will not engage in harassment of individual employees or members of the employee bargaining team.
9. Will not circumvent the established negotiation process by negotiating with individual members of the employee unit, members of the general public, or other persons not designated as members of the School Board and/or employee unit bargaining team.
10. Will not elicit support of students enrolled in the district's schools, or use student activities as a forum to solicit support of the district's position relating to employee negotiations.
11. Will make every reasonable effort to maintain public support by promoting the positive image of employees.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted August 25, 1980
Reaffirmed January 28, 1985

EXPENSES OF SCHOOL BOARD MEMBERS

School Board members shall receive \$1,200 per month and the School Board Chair \$1,300 per month to cover expenses incurred in fulfilling their responsibilities. School Board members shall be reimbursed for necessary expenses incurred in performance of School Board functions in accordance with policies relating to reimbursement.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Revised July 11, 1983
Revised July 1, 1991
Revised July 11, 1994
Revised January 13, 2003
Revised January 12, 2004
Revised January 9, 2006
Revised January 14, 2008
Revised January 12, 2009
Revised January 9, 2012

ADVISORY COMMITTEES POLICY

It is the policy of the Anoka-Hennepin Independent School District No. 11 School Board to encourage staff and general citizen involvement in the school district particularly through participation on advisory committees. In addition to advisory committees which may be formed at the direction of the School Board, administrators are urged to include citizens on advisory committees.

The following guidelines shall govern the appointment and function of advisory committees:

1. The School Board and administration possess certain legal powers and prerogatives which cannot be delegated. Therefore, all recommendations of advisory committees must be submitted to the appropriate administrator, or, if so directed, to the School Board for consideration.
2. Advisory committees may be formed at the direction of the School Board or administration for specific purposes (ad hoc) or to provide continuing consultation (standing) in a particular area of activity.
3. If an advisory committee is required by state or federal law, its composition and appointment shall meet all the guidelines established for that particular type of committee.
4. The composition of advisory committees shall be broadly representative and shall reflect the specific tasks assigned to the committee.
5. Appointments to advisory committees shall be made by the School Board or administration to whom the committee is responsible. When practicable, an advisory committee should include a number of general citizens equal to the number of Anoka-Hennepin staff.
6. Each advisory committee shall be instructed regarding:
 - a. The length of time each member is being asked to serve;
 - b. The service the advisory committee is to render and the extent and limitations of its responsibility;
 - c. The resources which will be provided by the district;
 - d. The approximate dates on which major reports are to be submitted.
7. The District will publicize the use of advisory committees through mass media and several District publications. Although service on advisory committees is voluntary, it may be necessary to take affirmative action to solicit participation in order to achieve "broad representation."
8. The District will make every reasonable effort to provide recognition and credit to the persons serving on advisory committees and to publicize the accomplishments of advisory committees.

Anoka-Hennepin School District No. 11
 Coon Rapids, MN
 Adopted March 26, 1979

ADVISORY COMMITTEES – MEETINGS

In general, advisory committees should meet:

1. As often as there are tasks to be completed
2. Not so often that the time commitment is burdensome
3. Not so seldom that interest and continuity is lost

Meetings should be scheduled at times which will promote the goal of "broad participation." For example, meeting exclusively during the work day may exclude vast numbers of interested and capable citizens.

Committee members need to feel a sense of accomplishment and that they are working on meaningful tasks yet because of the voluntary nature of the committees the load should not be discouragingly heavy. The frequency and length of meetings must fit the nature of the issues to be addressed.

Proper planning and orderly conduct of advisory committee meetings is essential to effective activity. The committee chairperson must assume general responsibility for:

1. Making adequate physical arrangements, e.g., scheduling rooms, etc.
2. Providing adequate notice of meeting times and locations
3. Preparing the agenda

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433

ADVISORY COMMITTEES - SIZE AND COMPOSITION

The number of advisory committee members should reflect the consideration of the tasks assigned to the committee. If the committee is to consider limited, specific, or highly technical tasks, it is generally advantageous to minimize the number of members. On the other hand, if the assigned tasks cover a broad range of issues or address issues of diverse general interest and a knowledge, a larger committee may very well increase both the credibility and diversity of ideas.

The composition of each advisory committee is to be initiated by the person(s) forming the committee. However, School Board policy states that the composition of advisory committees is to be "broadly representative and shall reflect the specific tasks assigned to the committee." Normally there should be a mix of technical and non-technical representation and a reasonable balance between school district employees and other non-employee citizens. Every effort must be made to prevent the domination of advisory committees by vested interest groups or district staff. Although advisory committee members should be interested in the work of the committee, they do not have to be proponents of the system. In fact, a reasonable rational opponent may well be an asset to the committee providing divergent points of view.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433

ADVISORY COMMITTEES – GENERAL

The potential use of advisory committees is virtually endless in the Anoka-Hennepin School District. It is not inconceivable for every district level department and every building to organize advisory committees. Most major projects lend themselves to the use of advisory committees.

The Superintendent will prepare and submit to the School Board an annual report including, but not limited to:

1. A listing of advisory committees which were organized in the Anoka-Hennepin School District the preceding year
2. The major task(s) assigned to each advisory committee
3. A summary of the accomplishments of each advisory committee
4. Names and occupation of persons serving on advisory committees

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433

ADVISORY COMMITTEES – DEFINED

The two basic types of advisory committees in the Anoka-Hennepin School District are: (1) ad hoc committee and (2) standing committee. The ad hoc committee type of advisory committee is organized to deal with a specific issue. Normally the procedure followed in such a committee is to study the issue in depth, discuss alternatives, and then prepare recommendations concerning the solution of the problem. Once the recommendations have been submitted, the work of the ad hoc committee is complete and it is dissolved. The length of term for each person serving on an ad hoc committee is generally for the entire duration of the committee.

The standing committee is convened for ongoing advisory functions. Tasks assigned to standing committees may deal with advising many aspects of the discipline of a non-crisis nature. Since it is an ongoing committee, terms for members are generally specified and the length is related to the particular task of the committee.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433

OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS

I. PURPOSE

The purpose of this policy is to control out-of-state travel by school board members as required by law.

II. GENERAL STATEMENT OF POLICY

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state and local laws, rules, regulations and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the school board.

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district related expenses.

V. REIMBURSEMENT

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

Anoka-Hennepin Independent School District No. 11
Coon Rapids, MN 55433
Adopted September 11, 2006

CRITERIA FOR SCHOOL BOARD RECOGNITION OF STUDENTS AND STAFF

Students

The Board will publicly recognize students who:

1. Have placed first, second or third in a state competition or a substantive regional competition, e.g. the St. Cloud Math contest (does not include Anoka-Hennepin District competition)
2. Have won or placed highly in a national or international competition.
3. Have won a national scholarship
4. Have been elected president of a state organization or an officer of a national student organization.
5. Have given extraordinary service (saved person's life, led an outstanding community service, etc.).

Staff

The Board will publicly recognize staff members who:

1. Have been selected to represent the state in a national or international program.
2. Have won a state or national award in competition.
3. Have been elected president of a state organization or an officer of a national professional organization.
4. Have written or developed an outstanding professional work.
5. Have given extraordinary service (saved a person's life, given outstanding community service, etc.).

Community Members

The Board will publicly recognize community members and organizations who:

1. Have performed extraordinary service for schools.
2. As a non-school related group, have contributed \$10,000 or more to the Anoka-Hennepin School District.

Anoka-Hennepin School District No.11
 Coon Rapids, MN 55433
 Adopted December 14, 1987
 Revised August 22, 2005

**CRITERIA FOR REQUIRING SCHOOL BOARD AUTHORIZATION TO SUBMIT
PROPOSALS FOR GRANTS, CAPITAL EQUIPMENT, FOUNDATION FUNDING,
OR OTHER OUTSIDE RESOURCES**

The School Board shall be requested to authorize proposal submission when:

1. The amount of the request exceeds \$5000.
2. The funding agency requires School Board approval.
3. The topic of the authorization is of sufficient controversy and/or interest that the Board should note its submission.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted December 14, 1987

EQUAL EMPLOYMENT OPPORTUNITY

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for school district employment and school district employees.

II. GENERAL STATEMENT OF POLICY

A. It is the school district's policy to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, disability, familial status, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status. The school district also makes reasonable accommodations for disabled employees.

B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's Harassment, Violence, and Discrimination Policy. The District prohibits retaliation against anyone who brings a complaint or participates in an investigation.

C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities or privileges of employment.

D. It is the responsibility of every school district employee to follow this policy.

E. Any person having any questions regarding this policy should discuss it with the Employee Services Department.

Anoka-Hennepin District No. 11
Anoka, MN 55303
Adopted: September 13, 1976
Revised: October 12, 1992
Revised: November 9, 1998
Revised: October 25, 2010
Revised: November 12, 2014

NON-DISCRIMINATION OF INDIVIDUALS WITH DISABILITIES POLICY

It is the policy of the Anoka-Hennepin School District No. 11 to provide a free and appropriate public education to all handicapped students within its jurisdiction, regardless of the type of handicap or its severity.

Students who are handicapped consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 will be identified, evaluated, and provided with appropriate instruction and educational services. Persons who are thought to be handicapped shall have the following rights in accordance with Section 504:

1. Right to file a grievance with the district concerning allegations of violations of Section 504 regulations.
2. Right to an evaluation drawing upon different sources.
3. Right to be informed of any actions pertaining to eligibility and any proposed service plans.
4. Right to review any personal information in an understandable mode.
5. Right to periodic evaluations.
6. Right to evaluation prior to any significant change in services.
7. Right to contest the district's proposed actions through an impartial hearing.
8. Right to be represented by counsel in the impartial hearing.
9. Right to appeal the decision from any hearing.

Anoka-Hennepin School District No. 11
Coon Rapids, MN 55433
Adopted November 22, 1993

EMPLOYMENT OF SPOUSE

In the event members of the same immediate family are employed by the school district and one of these persons would serve as a direct supervisor of the other, one of them shall be reassigned to a different position at the earliest opportunity.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted September 12, 1977

SUBSTITUTE RATES

Substitute Teachers Rates Effective August 31, 2009

The daily rates listed below apply to the following substitute situations:

\$110.00 Casual substitute teaching prorated at half days or full days

\$125.00 Only effective at the beginning of each school year for those who subbed for more than 30 days (not on contract) in the previous school year.

\$135.00 Experienced Substitute – prorated at half days or full days

- Retired Anoka-Hennepin Teachers
- Current Anoka-Hennepin Teachers on non-medical unpaid leaves of absence
- Current Anoka-Hennepin Teachers on part-time contract who sub during non-duty time

If a substitute is unable to complete the full/half day assignment, the amount will be pro-rated.

Substitute Rates Effective July 1, 2009

Substitute Category	Casual	Experienced*
Child Nutrition Assistants:	\$10.00	\$10.50
Custodial:	\$10.50	\$11.00
Secretary/Clerical:		
Secretarial/Clerical or Confidential	\$10.50	\$11.00
Secretarial – Class C	\$12.50	\$13.00
Paraeducators:		
Bus Para	\$10.00	\$10.50
Elementary, Secondary, Supp. Prgm, ESL Para	\$10.75	\$11.00
Health, Special Ed, Technology, COTA Para	\$11.25	\$11.75
Technical Specialists:		
Class B or C	\$12.50	\$13.00
Education Support Professionals:		
Early Childhood Screener	\$20.75	\$21.00
Registered Nurses	\$18.50	\$19.00

***Experienced Substitutes:**

- Anoka-Hennepin Retirees subbing in their same category
- Current Anoka-Hennepin employees on non-medical unpaid leaves subbing in same category
- Effective at the beginning of each school year only, for those who subbed 67 days or more during the previous school year. Must substitute 67 days each year to maintain the experienced rate.
- Current part-time Secretary or Paraeducator who substitute during non-duty time in different building same category.

Overload, Temporary, or Student Worker Category

Custodial or Clerical Summer Worker	\$ 9.50	\$10.00 returning
Non-Certified Weight Room or Camp Assts	\$10.00	\$10.50 returning
Special Ed or Vocational Student Worker	\$ 7.00	
Transportation Router	\$18.00	

Anoka-Hennepin School District No. 11

Coon Rapids, MN 55433

Revised August 1990

Revised August 1992

Revised August 1993

Revised August 1994

Revised February 1998

Revised August 2004

Revised June 25, 2007

Revised June 1, 2009

PUBLIC AND PRIVATE PERSONNEL DATA

I. PURPOSE

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its personnel.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Public" means that the data is available to anyone who requests it.
- B. "Private" means the data is available to the subject of the data and to school district staff who need it to conduct the business of the school district.
- C. "Confidential" means the data is not available to the subject.
- D. "Personnel data" means data on individuals collected because they are or were employees of the school district, or an individual was an applicant for employment, or volunteers for the school district.
- E. "Finalist" means an individual who is selected to be interviewed by the school board for a position.

IV. PUBLIC PERSONNEL DATA

- A. The following information on employees, including volunteer and independent contractors, is public:
 - 1. Personal information
 - name
 - education and training background
 - previous work experience
 - 2. Compensation-related information
 - actual gross salary
 - salary range
 - actual gross pension
 - value in nature of employer paid fringe benefits
 - the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary
 - payroll time sheets or other comparable data that are only used to account for the employees work time for payroll purposes, except to the

extent that release of time sheets would reveal the employees reasons for use of sick or other medical leave or other non-public data.

3. Work and performance information

- job title
- job description
- date of first and last employment
- work location
- work telephone number
- work email addresses
- honors and awards received
- existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in disciplinary action
- the final disposition of any disciplinary action together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district
- the terms of any agreement settling any dispute arising out of the employment relationship

4. Applicants

With respect to employment applicants, the following information is public information:

- the names of “finalists” are public; a finalist is one who has been selected to be interviewed for the opening
- veterans status
- relevant test scores
- rank on eligible list
- job history
- education and training
- work availability

- B. Personnel data may be disseminated to labor organizations to the extent the school district determines it is necessary for the labor organization to conduct its business or when authorized by the Commissioner of the Bureau of Mediation Services.

V. PRIVATE PERSONNEL DATA

- A. All other personnel data is private and will only be shared with school district staff whose work requires such access. Private data will not be otherwise released unless authorized by law or by the employee's informed written consent.
- B. Data created, collected or maintained by the school district to administer employee assistance programs are private.
- C. Personnel data may be disseminated to labor organizations to the extent the school district determines it necessary for the labor organization to conduct its business or when ordered or authorized by the Bureau of Mediation Services.
- D. The school district may display a photograph of a current or former employee to

prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.

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

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.
- I. The school district shall make any report to the board of teaching as required by Minn. Stat. § 122A.20, subd. 2 and shall, upon written request from the licensing board having jurisdiction over a teacher's license, provide the licensing board with information about the teacher from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minn. Stat. § 122A.20, subd. 2.
- J. Private personnel data shall be disclosed to the department of economic security for the purpose of administration of the unemployment insurance program under.
- K. When a report of alleged maltreatment of a student in a school is made to the Commissioner of Education, data that are relevant and collected by the school about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report.

- L. Health information on employees is private unless otherwise provided by law. To the extent that the school district transmits protected health information, the school district will comply with all privacy requirements.

VI. MULTIPLE CLASSIFICATIONS

If data on individuals is classified as both private and confidential by the Minnesota Government Data Practices Act, or any other state or federal law, the data is private.

VII. CHANGE IN CLASSIFICATIONS

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

VIII. RESPONSIBLE AUTHORITY

The Superintendent is the responsible authority for the school district for carrying out the duties and responsibilities of government data as required by federal and/or state law. By written appointment orders, the Superintendent may delegate responsibilities to designees who are employed by the school district.

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An employee authorization form is included as an addendum to this policy. See 406.0F

Anoka-Hennepin District No. 11
 Coon Rapids, MN 55433
 Adopted January 24, 2000
 Revised August 23, 2004

FORM: EMPLOYEE AUTHORIZATION FOR RELEASE OF INFORMATION

TO: [School District]

RE: Personnel Records of *[name]*

 (Date of Birth and/or Social Security Number)

This is your full and sufficient authorization, pursuant to Minn. Stat. § 13.05, Subd. 4 and Minn. Rules 1205.1400, Subp. 4, to release to, _____ their representatives or employees, all information pertaining to *[describe]* _____

_____ maintained by the employer school district, with the following exceptions: _____

_____ The information is needed for the purpose of *[specify]* _____

_____ This authorization specifically includes records prepared prior to the date of this authorization and records prepared after the date of this authorization, such records to be used only for the purpose specified. I do not authorize re-release of this information by the third party.

I understand that I may revoke this consent in writing at any time. Upon the fulfillment of the above-stated purpose, this consent will automatically expire without my express revocation. A photocopy of this authorization will be treated in the same manner as an original.

Dated: _____ Signature of Employee _____

ATTENTION PUBLIC FACILITIES: Minn. Stat. § 13.05 requires automatic expiration of this authorization one (1) year from the date of authorization.

[Type text]

Appointment Order of Responsible Authority Designees:

Pursuant to Minnesota Government Data Practices Act rules, the Superintendent appoints the following designees:

- Ms. Mary Olson, Director, Communications and Public Relations (763) 506-1111, as the responsible authority designee for public data
- Mr. Joel VerDuin, Chief Technology and Information Officer, (763) 506-1020, as the responsible authority designee for regular education student data
- Ms. Cherie Peterson, Director, Special Education (763) 506-1353, as a responsible authority designee for special education student data
- Ms. Marsha Polys, Assistant Director, Special Education (763) 506-1359, as a responsible authority designee for special education student data
- Ms. Nicole Tuescher, Executive Director, Human Resources (763) 506-1144, as the responsible authority designee for labor relations and personnel data
- Mr. Paul H. Cady, General Counsel (763) 506-1089, as the District Data Practices Compliance Official.

7-7-14

Date



David Law, Superintendent

FAMILY AND MEDICAL LEAVE POLICY

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act and also with parenting leave under state law.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the Family and Medical Leave Act of 1993 (FMLA) and consistent with the requirements of the Minnesota Parenting Leave laws.

III. DEFINITIONS

- A. "Active duty" or "call to active duty" means a federal call to active duty as a member of the reserve components (Army National Guard, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard, Air Force Reserve, and Coast Guard Reserve) or a retired member of the regular Armed Forces or reserve component in support of a contingency operation. For purposes of this policy, active duty or call to active duty status does not include members of the regular Armed Forces.
- B. "Contingency operation" means a military operation that is designated by the Secretary of Defense as an operation in which members of the Armed Forces are or may become involved in military actions, operations, or hostilities against an enemy of the United States or against an opposing military force or which results in the call or order to, or retention on, active duty of members of the uniformed services under federal law or any other provision of law during a war or during a national emergency declared by the President or Congress.
- C. "Covered military member" means the employee's spouse, son, daughter, or parent on active duty or call to active duty status.
- D. "Covered servicemember" means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness incurred in the line of duty while on active duty that may render the servicemember medically unfit to perform the duties of his or her office, grade, rank, or rating.
- E. "Eligible employee" means an employee who has been employed by the District for at least 12 months and has worked at least 6 hours per day for the student contact year during the 12-month period immediately preceding the leave. An eligible employee is entitled to up to 12 workweeks of Family or Medical leave. (If an employee does not qualify for Family leave, he/she may be eligible for certain leaves pursuant to his/her collective bargaining agreement and/or other District

policies if applicable.) While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee's fulfillment of his or her National Guard or Reserve military service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

- F. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.

- G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:
 - 1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
 - 2. to attend military events and related activities of a covered military member;
 - 3. to address issues related to childcare and school activities of a covered military member's child;
 - 4. to address financial and legal arrangements for a covered military member;
 - 5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
 - 6. to spend up to five days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
 - 7. to attend post-deployment activities related to a covered military member; and
 - 8. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
 - a. birth of the employee's child and to care for such child;
 - b. placement of an adopted or foster child with the employee;
 - c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;
 - d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or
 - e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on active duty, or notified of an impending call or order to active duty, in the reserve component of the Armed Forces or a retired member of the regular Armed Forces or reserve component in support of a contingency operation.
2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.
3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.
5. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.
6. Depending on the type of leave, intermittent or reduced schedule leave

may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.

7. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
8. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
9. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, or parent being on active duty, or notified of an impending call or order to active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
10. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status in support of a contingency operation and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
11. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who

does not return to work after the leave may, in some situations, be required to reimburse the school district for the cost of the health plan premiums paid by it.

12. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. It shall be the responsibility of the superintendent or superintendent's designee to develop directives and guidelines as necessary to implement this policy.

The school district shall comply with written notice requirements as set forth in federal regulations.

13. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Six-week Leave

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a six-week unpaid parenting leave for birth or adoption of a child. The employee may qualify if he or she has worked for the school district for at least 12 consecutive months and has worked an average number of hours per week equal to one-half of the full time equivalent. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs.

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall only be available during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is

taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.

5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.6., IV.A.9., IV.A.11., IV.A.12., and IV.A.13. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.
- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:
 1. take leave for the entire period or periods of the planned medical treatment; or
 2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
 1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at

least three weeks, the school district may require that the leave be continued until the end of the semester.

2. If the employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
 3. If the employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.
- D. The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.

VI. OTHER

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

- A. This policy shall be conspicuously posted in each school district building in areas accessible to employees.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

Anoka-Hennepin ISD #11
 Coon Rapids, MN 55433
 Adopted September 3, 1997
 Revised December 14, 2009

EXPENSE REIMBURSEMENT POLICY**I. TRANSPORTATION**

- A. Commercial Airfare (coach) or lower group fare.
- B. Mileage at the IRS established rate.
- C. Mileage to and from airport may be included on regular mileage report.
- D. Use of rental car must be preapproved by the Director of Business Services. Rental car use will generally be a non-reimbursed item.

II. MEALS

Daily Per Diem Rate-In State		Daily Per Diem Rate-Out of State	
Daily Rate-no receipt required	\$34.00	The daily rate will be the GSA CONUS Standard Rate for the destination Metropolitan area—no receipts required.	
Breakfast- Receipt Required	7.00	Breakfast- Receipt Required	20% of daily rate
Lunch- Receipt Required	9.00	Lunch- Receipt Required	25% of daily rate
Dinner- Receipt Required	18.00	Dinner- Receipt Required	55% of daily rate

- A. Meals that are part of registration should not be itemized on the reimbursement claim under meals. The cost of those meals will be reimbursed under registration.
- B. Reimbursement of meal expenses incurred in the Twin Cities Area only when:
 - 1. Meals are part of registration or clearly identified group or organization meeting for which attendance is authorized.
 - 2. Employee is supervising approved student activity.
 - 3. A workshop or conference outside of the District is conducted before and after a meal, e.g., morning-afternoon; afternoon-evening.

Example of how to fill out the meals reimbursement claims:

Meals: **(Itemizing and receipts required when full day per diem of \$34 is not applicable)**

Breakfast(s)	4/12:		4/13:	\$7.00	4/14:	\$5.25
Lunch(es)	4/12:	\$5.50	4/13:	\$9.00	4/14:	\$7.50
Dinner(s)	4/12:	\$12.25	4/13:	\$18.00		

*receipts would not be required for 4/13, but would be for 4/12 and 4/14

III. LODGING

- A. Actual cost of lodging (as per reservations made through district) receipt required.
- B. Double occupancy is required when possible.
- C. Lodging expenses in the Twin Cities area reimbursed only when employee is a supervising student as part of an approved activity.

IV. MISCELLANEOUS

- A. Registration
- B. Cab
- C. Parking, etc. Receipts must be provided. If you are not provided with one, ask for one.
- D. Parking at Minneapolis International Airport not to exceed 5 days (long-term lot only). Off Site airport parking is more efficient.

V. CLAIMS

All claims for reimbursement are to be submitted **within 60 days** of the activity for which reimbursement is claimed. In very unusual circumstances, the Superintendent has administrative authority to deviate from this limitation.

VI. ADVANCES

Advances to employees for 90% of anticipated expenses to be incurred in the performance of certain responsibilities out of the Twin Cities metro area may be granted subject to the following:

- A. Expenses must be incurred as a part of the employee's regular assignment; and will not apply for attending conferences, workshops, conventions, etc.
- B. Applicable only for meals, mileage, and incidental expenses for which reimbursement is authorized; and does not apply for lodging or common carrier transportation for which direct billing is available.
- C. Anticipated expenses must exceed \$50 per month.
- D. All district policies/procedures governing per diem, receipts, reports, etc., are applicable.

**CLAIM FOR REIMBURSEMENT OF EMPLOYEE EXPENSES
ANOKA-HENNEPIN INDEPENDENT SCHOOL DISTRICT #11**

Employee Legal Name _____ **Employee (Badge) No:*** _____

Street Address* _____ **City** _____ **Zip** _____

Departure*: Date _____ Time _____ a.m. p.m.

Return*: Date _____ Time _____ a.m. p.m.

Destination* _____ **Purpose*** _____

*Required information. Claim will not be processed if not complete. Include City and State.
Refer to reverse side for instructions

I. TRANSPORTATION:

1. Commercial coach airfare: (Detail Receipt) \$ _____
2. Mileage: _____ miles @ IRS approved rate \$ _____ \$ _____
3. Other _____ \$ _____

II. MEALS: (\$34.00 daily per diem for in state travel. Breakfast(s) \$7.00 maximum, Lunch(s) \$9.00 maximum, and Dinner(s) \$18.00 maximum. Per diem rates will change for out of state travel. Reference out of state travel per diem document to obtain rate. **Original itemized receipts are required.**

<u>Dates:</u>	<u>Breakfast \$</u>	<u>Lunch \$</u>	<u>Dinner \$</u>
_____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____

Receipts are required for less than a full day and required for meals that are not provided by the conference.

TOTAL MEALS \$ _____

III. LODGING: (Detailed Receipts required)

TOTAL LODGING \$ _____

IV. MISCELLANEOUS: (Detailed Receipts required)

Registration _____; Cab/Limousine _____

Parking _____; Other _____

TOTAL MISC. \$ _____

TOTAL EXPENSES CLAIMED \$ _____

I declare under penalties of law that this claim is just and correct and that no part of it has been paid previously.

Date

Claimant's Signature

Program Budget Code _____

*If this is for out of state travel, attach a copy of the out of state approval form.

APPROVED BY:

Administrator/Supervisor _____

Finance Officer _____

Please print and sign this form, attach all original ITEMIZED receipts, and forward to your supervisor for approval.

I. TRANSPORTATION

- A. Commercial Airfare (coach) or lower group fare.
- B. Mileage at the IRS established rate.
- C. Mileage to and from airport may be included on regular mileage report.
- D. Use of rental car must be preapproved by the Chief Financial Officer. Rental car use will generally be a nonreimbursed item.

II. MEALS

Daily Per Diem Rate-In State	Daily Per Diem Rate-Out of State
Daily Rate-no receipt required \$34.00	The daily rate will be the GSA CONUS Standard Rate for the destination Metropolitan area—no receipts required.
Breakfast-Detailed Receipt Required 7.00	Breakfast-Detailed Receipt Required 20% of daily rate
Lunch-Detailed Receipt Required 9.00	Lunch-Detailed Receipt Required 25% of daily rate
Dinner-Detailed Receipt Required 18.00	Dinner-Detailed Receipt Required 55% of daily rate

- A. Meals that are part of registration should not be itemized on the reimbursement claim under meals. The cost of those meals will be reimbursed under registration.
- B. Reimbursement of meal expenses incurred in the Twin Cities Area only when:
 - 1. Meals are part of registration or clearly identified group or organization meeting for which attendance is authorized.
 - 2. Employee is supervising approved student activity.
 - 3. A workshop or conference outside of the District is conducted before and after a meal, e.g., morning-afternoon; afternoon-evening.

Example of how to fill out the meals reimbursement claims:

Meals: **(Itemizing and detailed receipts required when full day per diem of \$34 is not applicable)**

Breakfast(s)	4/12:		4/13:	\$7.00	4/14:	\$5.25
Lunch(es)	4/12:	\$5.50	4/13:	\$9.00	4/14:	\$7.50
Dinner(s)	4/12:	\$12.25	4/13:	\$18.00		

*receipts would not be required for 4/13, but would be for 4/12 and 4/14

III. LODGING

- A. Actual cost of lodging (as per reservations made through district) receipt required.
- B. Double occupancy is required when possible.
- C. Lodging expenses in the Twin Cities area reimbursed only when employee is a supervising student as part of an approved activity.

IV. MISCELLANEOUS

- A. Registration
- B. Cab
- C. Parking, etc. Receipts must be provided. If you are not provided with one, ask for one.
- D. Parking at Minneapolis International Airport not to exceed 5 days (long-term lot only). Off Site airport parking is more efficient.

V. CLAIMS

All claims for reimbursement are to be submitted **within 60 days** of the activity for which reimbursement is claimed. In very unusual circumstances, the Superintendent has administrative authority to deviate from this limitation.

VI. ADVANCES

Advances to employees for 90% of anticipated expenses to be incurred in the performance of certain responsibilities out of the Twin Cities metro area may be granted subject to the following:

- A. Expenses must be incurred as a part of the employee's regular assignment; and will not apply for attending conferences, workshops, conventions, etc.
- B. Applicable only for meals, mileage, and incidental expenses for which reimbursement is authorized; and does not apply for lodging or common carrier transportation for which direct billing is available.
- C. Anticipated expenses must exceed \$50 per month.
- D. All district policies/procedures governing per diem, receipts, reports, etc., are applicable.

HARASSMENT, VIOLENCE and DISCRIMINATION POLICY

It is the policy of the Anoka-Hennepin School District No. 11 to maintain a learning and working environment that is free from harassment, violence or discrimination based on actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status. The district prohibits any form of harassment, violence or discrimination based on actual or perceived protected class status.

It will be a violation of this policy for any student or district employee to (1) harass a student or district employee through conduct or communication (e.g., physical, verbal, graphic or written) or to (2) inflict, threaten to inflict or attempt to inflict violence; or to (3) discriminate against a student or District employee based on that student's or employee's actual or perceived protected class status.

This policy applies to all of the academic and nonacademic (for example, athletic and extracurricular) programs of the district and will be enforced before, during, or after school hours on all school property, including the school bus, school functions, or events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus.

The district will investigate all complaints of harassment, violence or discrimination—whether formal or informal, verbal or written—based on a student's or district employee's actual or perceived protected class status, and will discipline or take appropriate action against any student or District employee who is found to have violated this policy. Appropriate administrative and staff follow-up will be provided for targets and offenders of harassment, violence and discrimination.

While this policy addresses the reporting and responses to harassment, violence or discrimination, the district recognizes the importance of preventing harassment, violence and discrimination before it occurs through ongoing practices, programs and training. The district shall implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

I. DEFINITIONS

A. District employee. For purposes of this policy, district employee includes school board members, district employees, agents, volunteers, contractors/vendors, or persons subject to the supervision and control of the district.

B. Discriminate. The term "discriminate" includes segregate or separate and, for purposes of discrimination based on sex, it includes sexual harassment.

C. Harassment. Harassment is unwelcome conduct that is based on race, color, creed, religion, national origin, sex/gender, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status. A single incident of harassment may implicate more than one protected class. For example, a student may be targeted because of his race and sexual orientation.

1. Harassing conduct may take many forms, including but not limited to verbal acts and name-calling, as well as nonverbal behavior that is physically threatening, harmful, or humiliating. Harassment includes the use of derogatory language, intimidation, and threats; unwanted physical contact or physical violence; and the use of derogatory language and images in graffiti, pictures or drawings, notes, e-mails, electronic postings and/or phone or text messages related to a person's membership in a protected class. Harassment includes behavior that may not be directed at a particular person, but may instead consist of harassing conduct (e.g. physical, verbal, graphic, or written) that creates a hostile environment for students or employees.
2. Conduct is unwelcome if the student or employee did not request or invite it and considered the conduct to be undesirable or offensive. Submission or failure to complain does not mean that the conduct was welcome; the circumstances must be examined.
3. With respect to students, a "hostile environment" exists when harassment is sufficiently severe, persistent, or pervasive to interfere with or limit one or more students' abilities to participate in or benefit from the education program.
4. With respect to district employees, a "hostile environment" exists when harassment is sufficiently severe or pervasive so as to alter the conditions of the victim's employment and create an abusive working environment.

D. Sex-Based Harassment.

1. "Sex-based harassment" includes both sexual harassment and gender-based harassment.
2. Sexual harassment is harassment of a sexual nature. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining 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. the conduct or communication has the purpose or effect of creating a hostile environment.

3. "Gender-based harassment" means non-sexual harassment of a person because of the person's sex, including harassment based on gender identity and expression. Gender-based harassment includes, but is not limited to, harassment based on the person's nonconformity with gender stereotypes, regardless of the actual or perceived sex, gender identity, or sexual orientation of the harasser or target of the harassment.

4. "Gender stereotypes" refers to stereotypical notions of masculinity and femininity or expectations of how boys or girls should act.

E. Sexual Orientation Based Harassment.

1. "Sexual orientation-based harassment" means non-sexual harassment of a person because of the person's actual or perceived sexual orientation or association with or advocacy for a person or group (e.g., family members or friends) who are lesbian, gay, bisexual or transgender ("LGBT").

2. "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.

F. Racial, Color, Creed or National Origin Harassment.

1. Racial, color, creed or national origin harassment consists of physical or verbal conduct based on an individual's perceived or actual race, color, creed or national origin.

2. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors. This includes harassment of students born in the United States who have relatives that are from other countries.

G. Religious Harassment.

Religious harassment consists of physical or verbal conduct based on an individual's perceived or actual religious beliefs.

H. Disability Harassment.

1. Disability harassment consists of physical or verbal conduct based on an individual's perceived or actual disability.

2. A person with a disability is any person who (1) has a physical or mental impairment which substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. This includes students who are protected by Title II of the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act.

3. Disability harassment also may deny a student with a disability a free and appropriate public education (FAPE). Harassment of a student based on disability may decrease the student's ability to benefit from his or her education and amount to a denial of FAPE.

I. Other Protected Class Harassment.

Harassment of other protected classes consists of physical or verbal conduct based on an individual's perceived or actual protected class status.

J. Sexual Violence.

Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another person'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. Sexual violence may include, but is not limited to:

1. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
2. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
3. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
4. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

K. Racial, Color, Creed or National Origin Violence.

Racial violence is a physical act of aggression or force, an assault, or the threat thereof, that is directed toward a student or employee based on their perceived or actual race, color, creed, or national origin.

L. Religious Violence.

Religious violence is a physical act of aggression or force, an assault, or the threat thereof, that is directed toward a student or employee based on their perceived or actual religion.

M. Disability Violence.

Disability violence is a physical act of aggression or force, an assault, or the threat thereof, that is directed toward a student or employee based on a perceived or actual disability.

N. Other Protected Class Violence.

Other Protected Class violence is a physical act of aggression or assault on another based on their actual or perceived protected class status.

O. 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 on another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

II. GENERAL REPORTING PROCEDURES

A. The adoption and implementation of a proper reporting system will help the district comply with the Minnesota Human Rights Act and federal law by ensuring that the district promptly addresses allegations of harassment and violence.

B. Pursuant to Title IX, each district must designate at least one employee (Title IX Coordinator) to coordinate its efforts to comply with and carry out its responsibilities under the regulations, including Title IX complaint investigations. 34 C.F.R § 106.8(a).

C. Each district must also publish grievance procedures providing for prompt and equitable resolution of sex discrimination complaints, including complaints of sexual harassment. In addition, under Section 504 and Title II, districts are required to have grievance procedures to address disability harassment.

D. Minnesota Statutes section 121A.03 requires that districts have reporting procedures for sexual, religious, and racial harassment and/or violence complaints.

1. For purposes of meeting the state reporting requirements, the following reporting procedures will be made available for district employees and students who wish to report an incident or incidents that may involve harassment, violence or discrimination based on actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status.
2. The district personnel designated in this policy are to receive oral or written complaints and reports of harassment, violence or discrimination based on race, color, creed, religion, national origin, sex/gender, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status.

III. REPORTING PROCEDURES FOR INCIDENTS OF HARASSMENT AND/OR DISCRIMINATION AGAINST DISTRICT EMPLOYEES

A. Reporting Complaints

1. Any District employee who believes he or she has experienced harassment, violence or discrimination on the basis of his or her actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status, or any person with knowledge or belief of conduct which may constitute harassment, violence or discrimination, should report the alleged acts immediately, or as soon as possible, to an appropriate district official designated by this policy.

2. Although the district encourages the alleged target or other reporting party to use the report form set forth in this policy, use of the formal reporting form is not required. Oral reports shall be considered complaints as well. The form is available from the principal of each building, the district office, and on the district's website. Upon request for qualified persons with a disability, alternative means of filing a complaint, such as through a personal interview or by tape recording, will be made available.

3. In the District. The school board designates the Director of Employee Services as the district human rights officer to receive employee reports or complaints of harassment, violence and discrimination at:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303
Telephone: (763) 506-1000
Email: humanrightsofficer@anoka.k12.mn.us

If the complaint involves the human rights officer, the complaint shall be filed directly with the superintendent at:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303
Telephone: (763) 506-1000
Email: superintendent@anoka.k12.mn.us

If the complaint involves the superintendent, the complaint shall be filed directly with the school board:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303
Telephone: (763) 506-1000
Email: schoolboard@anoka.k12.mn.us

If the complaint involves a school board member, the complaint shall be filed directly with the school board chair:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303
Telephone: (763) 506-1000
Email: schoolboard@anoka.k12.mn.us

If the complaint involves the school board chair, the complaint shall be filed directly with the school board vice chair:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303

Telephone: (763) 506-1000

Email: schoolboard@anoka.k12.mn.us

4. In Each School Building. The school principal is the person responsible for receiving oral or written reports of harassment, violence or discrimination at the school level. Any district employee who receives a report shall inform the principal immediately. If the principal is not available on the date of the report, then the employee must forward the oral or written report/complaint directly to the human rights officer. If the complaint involves the principal, the employee will provide his or her report directly to the superintendent or the district's human rights officer. Upon receipt of a report, the principal must notify the district human rights officer immediately, without screening or investigating the credibility of the report. The principal may request, but may not insist on, a written complaint. If the report is verbal, the principal shall prepare and provide to the human rights officer a written statement of the facts alleged within 24 hours of receiving the report. Failure to forward any harassment or violence report or complaint may result in disciplinary action against the principal.

5. Nothing in this policy shall prevent a district employee from reporting harassment, violence, or discrimination directly to the district human rights officer or to the superintendent.

6. The complaint (verbal or written) should be reported immediately, or as soon after the incident as possible; delays between the date of the alleged incident and the reporting date may make investigations more difficult.

7. The willful filing of a false report will be considered to be a violation of district policy.

8. Although confidentiality cannot be assured, the district will respect the privacy of the alleged target, the reporter (if someone other than the alleged target), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

B. Investigation – District Employees

1. The human rights officer, upon receipt of a report or complaint, will promptly undertake or authorize an investigation. The investigation may be conducted by district officials or by a neutral third party designated by the district.

2. The investigation will be completed within 30 calendar days from receipt of the complaint, unless impracticable.

3. The investigation may, as appropriate, consist of personal interviews with the alleged target, the reporter (if someone other than the alleged target), 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.

4. In determining whether alleged conduct constitutes a violation of this policy, the district will consider the facts and 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.

5. The district, at its discretion, may take immediate steps, based on the severity of the allegations, to protect the parties involved in the complaint process pending completion of an investigation.

C. School District Action – District Employee

1. Upon completion of the investigation, the district or neutral third party designated investigator will make a written report to the human rights officer. If the complaint involves the human rights officer, the report must be filed directly with the superintendent. If the complaint involves the superintendent, the report must be filed directly with the school board. The report will include the facts, a determination of whether the allegations have been substantiated and whether a violation of this policy has occurred.

2. Upon completion of the investigation, the human rights officer will inform the alleged target of his or her right to review the written report at the school building where the target is employed or enrolled, in accordance with state and federal law regarding data or records privacy.

3. In the event a complaint is substantiated, the district will take appropriate and effective action depending on the circumstances. Such action may include, but is not limited to, training, counseling, warning, suspension, transfer, remediation, or termination. District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and district policies.

IV. REPORTING PROCEDURES FOR INCIDENTS OF HARASSMENT AND/OR DISCRIMINATION AGAINST STUDENTS

A. Reporting a Complaint

1. Any student who believes she/he has experienced harassment, violence or discrimination on the basis of his or her actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status should report the alleged acts immediately, or as soon as possible, to an administrator, counselor, or student services advocate in that school.

2. Any District employee who observes an act of harassment, violence or discrimination toward a student shall intervene to attempt to stop the act and shall report it to the appropriate person immediately, or as soon as possible.
3. Any District employee or student who witnesses or has knowledge or belief of conduct that may be harassment, violence or discrimination toward a student shall inform an administrator, counselor, or student services advocate immediately, or as soon after the incident as possible. A counselor or student services advocate must promptly report the information to an administrator.
4. The complaint (verbal or written) should be reported immediately, or as soon after the incident as possible; delays between the date of the alleged incident and the reporting date may make investigations more difficult.
5. The school board designates the Title IX Coordinator/Equity Coordinator to monitor and receive student reports or complaints of harassment, violence and discrimination against students:

Title IX Coordinator/Equity Coordinator
 Mailing address: 2727 North Ferry Street, Anoka, MN 55303
 Telephone: (763) 506-1000
 Email: titleIXcoordinator@anoka.k12.mn.us

6. The school board designates the 504 Coordinator to monitor and receive student reports or complaints of disability harassment, violence and discrimination:

504 Coordinator
 Mailing address: 2727 North Ferry Street, Anoka, MN 55303
 Telephone: (763) 506-1000
 Email: 504coordinator@anoka.k12.mn.us

7. If the complaint involves an administrator, the complaint should be filed directly with the Title IX/Equity Coordinator, who will advise the Superintendent. If a complaint involves the Title IX/Equity Coordinator, the complaint shall be filed directly with the superintendent. If the complaint involves the superintendent, the complaint shall be filed directly with the school board:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303
 Telephone: (763) 506-1000
 Email: schoolboard@anoka.k12.mn.us

8. If the complaint involves a school board member, the complaint shall be filed directly with the school board chair:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303
 Telephone: (763) 506-1000
 Email: schoolboard@anoka.k12.mn.us

9. If the complaint involves the school board chair, the complaint shall be filed directly with the school board vice chair:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303
 Telephone: (763) 506-1000
 Email: schoolboard@anoka.k12.mn.us

10. Nothing in this policy shall prevent any person from reporting harassment, violence, or discrimination directly to the Title IX Coordinator/Equity Coordinator or to the superintendent:

Superintendent, Anoka Hennepin School District
 Mailing address: 2727 North Ferry Street, Anoka, MN 55303
 Telephone: (763) 506-1000
 Email: superintendent@anoka.k12.mn.us

11. Although the district encourages the reporting student to use the report form set forth in this policy, use of formal reporting forms is not required. Oral reports shall be considered complaints as well. The form is available in the counseling and administrative office of each school, the district office, and on the district's website at:

<http://www.anoka.k12.mn.us/complaintform>

Alternative, accessible means of filing a complaint, such as through a personal interview or by tape recording, will be made available for individuals with disabilities.

B. Investigation– Students

1. Upon receipt of a report or complaint, the district shall promptly undertake or authorize an investigation. The investigation will be completed within thirty days from receipt of the complaint, unless impracticable.
2. The investigation may, as appropriate, consist of personal interviews with the alleged target, the reporter (if someone other than the alleged target), 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.
3. In determining whether alleged conduct constitutes a violation of this policy, the district will consider the age and level of understanding of the student(s) involved, the facts and 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.

4. The district may, at its discretion, take immediate steps, based on the severity of the allegations, to protect the parties involved in the complaint process pending completion of an investigation.

5. The intentional filing of a false report will be considered to be a violation of the student discipline policy.

C. School District Action – Students

1. The investigator shall document his or her findings within five school days of concluding the investigation.

2. Upon conclusion of the investigation and receipt of the findings, and if harassment is found to have occurred, the district will take appropriate and effective action with respect to the target and the offender, and document the action taken. If the investigator determined that a violation of this policy has occurred, such appropriate action may include, but is not limited to, an education component, alternative dispute resolution, training, counseling, warning, class transfer, suspension, expulsion, or transfer. If both the target and the alleged offender agree to attempt to mediate the complaint using the school's formal mediation process, this will be encouraged.

D. Timelines and Notification to Parents/Guardians

1. The parent(s)/guardian(s) of the target and/or the alleged offenders of bullying, harassment, violence or discrimination should be notified of the report before the close of the current school day, but not later than two school days of the report being filed, unless otherwise directed by law enforcement or required by law, or if in the professional judgment of the District notification is not warranted. The parents/guardians of both the target and the alleged offender(s) shall be notified if there is a physical assault, unless otherwise directed by law enforcement or required by law.

2. Following the investigation, the person handling the complaint or a representative of the District will communicate with the target regarding the outcome of the investigation.

a. This communication will include the parent(s)/guardian(s) of the student at the parent's/guardian's request if the student is under age 18, or at the student's request if over 18.

b. If the investigation has not been completed within three school days, a verbal summary of the progress of the investigation will be given to the target at that time.

3. The target and/or the parent(s)/guardian(s) of the target may review any relevant data in the office of the employee completing the report if requested.

a. Copies of the data will not be released to a student but may be released to the parent(s)/guardian(s) of the target upon request of the parent(s)/guardian(s).

b. The alleged offender(s) or his/her parent(s)/guardian(s) may not examine or have access to the data unless a court order is received by the District. The alleged offender(s) or his/her parent(s)/guardian(s) may not be informed of the individual identity of the reporter by any staff person investigating the complaint.

4. The privacy and data privacy rights of all persons involved must be respected in accordance with current state and federal laws.

E. Who is Responsible for Carrying Out This Reporting Procedure

1. When a report is made or referred to an administrator, that person or his or her designee is responsible for carrying out and documenting this reporting procedure.

2. When a report is made or referred to the Title IX Coordinator/Equity Coordinator, that person or his or her designee, is responsible for carrying out and documenting this reporting procedure.

3. When a report is made to the superintendent, that person or his or her designee is responsible for carrying out and documenting this reporting procedure.

4. The district's 504 Coordinator or his or her designee, is responsible for carrying out and documenting this procedure in connection with complaints of disability harassment, violence or discrimination.

5. Incidents that include violence as defined in this procedure should also be referred to the police liaison officer serving the building for a possible separate criminal investigation.

6. When the report involves alleged harassment, violence or discrimination by a district employee or employee of an agency contracted by the District against a student, the investigation will be performed by the TitleIX/Equity Coordinator.

F. Harassment or Violence as Abuse

1. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes section 626.556 may be applicable.

2. Nothing in this policy will prevent or prohibit the district from taking immediate action to protect victims of alleged harassment, violence or abuse.

V. NO REPRISAL

There will be no retaliation against any target or reporter of harassment, violence or discrimination under this policy, nor against any person who participates in an investigation. The district will take appropriate action against any student, teacher, administrator or other district employee who retaliates against any person who makes a good faith report, who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to the report. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VI. APPEAL

If the report or grievance has not been resolved to the satisfaction of the target of harassment, violence or discrimination, s/he may appeal to the human rights officer if a district employee, or the Title IX/Equity Coordinator if a student, within ten (10) school days of receipt of the findings of the district investigation. The district investigator will conduct a review of the appeal and, within ten (10) school days of receipt of the appeal, will affirm, reverse, or modify the findings of the report. The decision of the district investigator is final.

VII. CONFLICT OF INTEREST

If there is a conflict of interest with respect to any party affected by this policy, appropriate accommodations will be made, such as, but not limited to, appointing or contracting with a neutral third-party investigator to conduct the investigation, or recusing from the process the person for whom a conflict or potential conflict of interest exists.

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 agencies identified below, or initiating an action in state or federal court.

Minnesota Department of Human Rights
Freeman Building
625 Robert Street North
St. Paul, MN 55155
toll free: 800.657.3704
tty: 651.296.1283
fax: 651.296.9042
www.humanrights.state.mn.us

U.S. Department of Education
Office for Civil Rights, Region V 500
W. Madison Street - Suite 1475
Chicago IL 60661
Tel: 312.730.1560
TDD: 312.730.1609

IX. MONITORING OF INCIDENTS

The Title IX/Equity Coordinator will monitor the frequency, nature, and severity of harassment, and the district's response to harassment incidents over time, in order to address the effectiveness of the district's prevention efforts and compliance with this policy.

X. DISSEMINATION OF THE POLICY

1. Each school will ensure that this policy is discussed at the start of each school year with all staff and with each student in a manner appropriate to his/her age and level of understanding and the principal or a designee will document the date it was discussed in each classroom.
2. This policy, including possible consequences for a violation, will be in the student handbook of every school.
3. This policy will be conspicuously posted throughout each school and other District buildings in areas accessible to students and staff. Posters will be made available to each school for duplication.
4. This policy will be sent to every home by mail at the start of each school year as part of the district publication, Back to School News. If a newsletter is sent to the homes of students, a summary of this policy/procedure will be included in that newsletter at least once each year.
5. This policy shall be given to each district employee and independent contractor at the time of entering into the person's employment contract.

XI. REVIEW OF THE POLICY

This policy will be reviewed by the Board or its designee on an annual basis for effectiveness and appropriateness and, if necessary, will be revised to conform with applicable state and federal law.

Anoka-Hennepin District No. 11
Anoka, MN 55303
Adopted: March 26, 1985
Revised: August, 1985
Revised: July, 1991
Revised: December, 1993
Revised: November, 1998
Revised: September, 2003
Revised: April 28, 2008
Revised: October 25, 2010
Revised: January 9, 2012
Revised: October 22, 2012
Revised: November 12, 2014

ANOKA HENNEPIN SCHOOL DISTRICT
HARASSMENT, VIOLENCE, DISCRIMINATION OR BULLYING REPORT FORM

Anoka-Hennepin School District prohibits harassment, violence, discrimination and bullying in all forms, including on the basis of a person's actual or perceived race, color, creed, religion, national origin, sex/gender (including harassment based on gender identity and expression), marital status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status. If you or someone you know has experienced harassment, violence, discrimination, or bullying at school or at any school-related event for *any* reason, you may make a report to have the incident(s) investigated by the District. Any student, parent/guardian, or district employee may complete this form and return it to any administrator, counselor, or student services advocate. Alternatively, you may make a verbal or other written report to an administrator, counselor, or student services advocate. Any district employee who receives a completed report form or any other written or verbal report will immediately notify the school principal or Title IX/Equity Coordinator of the report, who will designate the person to investigate and resolve the report pursuant to the District's policies and federal and state laws.

The District will not disclose the identity of any individual who makes a report, except to the District personnel designated to investigate the report or as required by law. Retaliation against any individual who makes a report or who participates or assists in an investigation of harassment, violence, discrimination, or bullying is strictly prohibited.

*Please provide as much information as possible. All requested information is optional.
 Please continue on the back of this page or on additional sheets if necessary.*

1. Preliminary Information

Date of Report: _____ Name of Person Making Report: _____

Phone Number(s): _____

Email address: _____

I am a (check one):

☐ Student (Grade Level/School: _____) ☐ Employee (Position/School: _____)

☐ Parent/Guardian ☐ Other: (List: _____)

2. Report Information

Please provide the name(s) of all persons (including yourself, if applicable) who were the target of the discrimination, harassment, or bullying:

Please provide the name(s) and/or descriptions of all individuals (students, school employees, school visitors, or others) who engaged or participated in the alleged discrimination, harassment, or bullying (if known):

Description of Incident (continue on the back of this sheet or on additional sheets if necessary):

You may submit this form online at: www.anoka.k12.mn.us/complaintform. If you have any questions before submitting your complaint, please contact the Title IX/Equity Coordinator at 763-506-1000 or at: titleIXcoordinator@anoka.k12.mn.us or 2727 N. Ferry St., Anoka, MN 55303.

MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. It shall be a violation of this policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. "Child" means one under age 18.
- B. "Immediately" means as soon as possible but in no event longer than 24 hours.
- C. "Mandated Reporter" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- D. "Neglect" means:
 - 1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so;
 - 2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;
 - 3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
 - 4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications, consistent with Minn. Stat. § 125A.09, subd.3;
 - 5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance;
 - 6. medical neglect as defined by Minn. Stat. § 260C.007, subd. 4, clause (5);
 - 7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs

and safety; or

8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

- E. "Physical Abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 121A.67 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- F. "School Personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.
- G. "Sexual Abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse.

- H. "Mental Injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- I. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- J. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.
- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.
- C. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- D. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- E. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any

other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A, shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. A summary or reference of policy shall appear in school faculty handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.

Anoka-Hennepin School District No. 11
 Coon Rapids, Minnesota 55433
 Adopted: August 27, 1979
 Revised: August 1987
 June 28, 2004



Confidential
Student Maltreatment Reporting Form
Division of Compliance and Assistance
1500 Highway 36 West
Roseville, Minnesota 55113-4266
Phone: (651) 582-8546 FAX: (651) 634-2277

<i>Minnesota Department of Education staff use only</i>			
Intake Person	MDE File #	Investigator	Date Assigned
	<input type="checkbox"/> No Maltreatment <input type="checkbox"/> No Jurisdiction <input type="checkbox"/> I & R <input type="checkbox"/> Other (Please explain)		Date Reporter Notified: _____
	PSN Date: _____ <input type="checkbox"/> Verbal <input type="checkbox"/> Written		____ Verbal ____ Written (Attach written correspondence)

Via: <input type="checkbox"/> Fax <input type="checkbox"/> Phone <input type="checkbox"/> U.S. Mail <input type="checkbox"/> Email	Date Submitted _____ School District Name _____ School District Number _____ School Name _____ Address _____ City _____ Zip _____ Phone Number _____ Principal _____ Phone Number _____
--	--

REPORTER (name of person completing form) **Reporter is confidential under Minnesota Statute § 626.556**

Name _____ Title _____ Phone _____ Mandated Reporter: ☐ Yes ☐ No
Address _____ City _____ State _____ Zip _____

ALLEGED VICTIM

Name _____ DOB _____ Grade _____ Gender: ☐ Male ☐ Female
Special Education: ☐ Yes ☐ No Disability Description _____ Race _____
Address _____ City _____ State _____ Zip _____
Parent/Guardian _____ Home Phone _____ Other Phone _____

ALLEGED OFFENDER

Name _____ Position _____ DOB _____ Gender: ☐ Male ☐ Female
Address _____ City _____ State _____ Zip _____ Race _____
Home Phone _____ Other Phone _____

INCIDENT

Date _____ Time _____ Location/Address (if different than school) _____

Type of Alleged Maltreatment: ☐ Physical Abuse ☐ Sexual Abuse ☐ Neglect ☐ Unknown Injury: ☐ Yes ☐ No ☐ Unknown

Witness Information _____

Description of Incident and Injury: (please attach additional page if needed)

Police Notified: ☐ Yes ☐ No Police Department _____ Contact _____ Phone _____

D.O.T. (DEPARTMENT OF TRANSPORTATION) DRUG AND ALCOHOL TESTING POLICY

Purpose:

Anoka-Hennepin School District #11 realizes the importance of providing a safe and healthy work place and minimizing the risks to our drivers and the motoring public. Therefore, it is the policy of the School District to provide and maintain a safe, healthy and productive work environment for its drivers and to assure safe transportation for the motoring public.

Statement of Policy:

Federal law (Omnibus Transportation Employee Testing Act of 1991) requires the School District to maintain drug and alcohol testing policies for employees subject to United States Department of Transportation (DOT) regulations (Federal Motor Carrier Safety Regulations 49 CFR, Part 382, Subparts A through F). Accordingly, all applicants and current employees covered by federal and/or state DOT requirements for drug and alcohol testing, including all truck drivers and driver applicants, will undergo such drug and alcohol testing as described in this policy and pursuant to applicable law.

For the purposes of this policy, "driver" means:

Any person who operates a commercial motor vehicle as defined by federal regulations, including but not limited to full time, regularly employed drivers; casual, intermittent or occasional drivers; or anyone who operates a commercial motor vehicle at the direction of or with the consent of the School District; and anyone applying to drive a commercial motor vehicle.

For the purposes of this policy, "commercial motor vehicle" includes a motor vehicle with a gross weight vehicle rating (GWVR) of 26,001 pounds or more; or motor vehicles designed to transport 16 or more passengers including the driver.

Such covered employees must also adhere to the summary of policies set forth below, as well as all applicable state and federal laws. Questions regarding this policy should be directed to Director of Transportation and/or Human Resources Manager.

I. POLICY

- A. Covered employees are prohibited from using alcohol within four (4) hours of reporting for duty or at any time while on duty.
- B. All employees are prohibited from having drugs and alcohol in their possession in a company vehicle or on company premises at any time whether on or off duty.
- C. No covered employee shall report for duty or remain on duty when he/she uses or is under the influence of drugs or alcohol, except when the use is pursuant to the instructions of a physician who has advised the covered employee that the substance does not adversely affect the employee's ability to safely operate a commercial motor vehicle or to perform safety-sensitive functions.
- D. All covered employees must advise his or her immediate supervisor of any and all therapeutic drug use.

- E. Covered employees must not use, possess, or be under the influence of any of the following substances while on duty:
 - 1. any drug listed in Schedule 1 of Controlled Substances of the Drug Enforcement Agency, including but not limited to, opiates, opium derivatives, hallucinogenic substances, depressants or stimulants;
 - 2. amphetamines, narcotics, or any other substance to a degree which jeopardizes or impairs the employee's ability to safely operate a motor vehicle and perform his or her duties; or
 - 3. alcohol.
- A. No covered employee may possess or use a drug which has been prescribed by a physician or health care provider for another individual.
- B. No covered employee shall report for duty or remain on duty while having an alcohol concentration of 0.04 or greater.
- C. No covered employee required to take a post-accident drug and alcohol test shall use drugs or alcohol for eight (8) hours following the accident, or until he/she undergoes a post-accident drug and alcohol test, whichever occurs first.
- D. Pursuant to federal law, no covered employee shall refuse to submit to, nor obstruct, a post-accident drug and alcohol test, a random drug and alcohol test, a reasonable suspicion drug and alcohol test, or a follow-up drug and alcohol test. Federal law prohibits the School District from permitting an employee who refuses such tests to continue to perform his or her duties.
- E. No covered employee shall report for duty, remain on duty, or perform a safety-sensitive function if the covered employee tests positive for drugs or alcohol under this policy.
- F. Any employee who violates any of the terms of these policies is subject to disciplinary action up to and including immediate termination.

II. DRUG AND ALCOHOL TESTING PROGRAM

To promote a drug-free work force and to eliminate illegal drug and alcohol use in the transportation industry, the School District is required to conduct the following tests:

- A. Pre-employment Testing;
- B. Random Testing;
- C. Post-accident Testing;
- D. Reasonable Suspicion Testing; and
- E. Return to Duty Testing.

Applicants and employees are on notice that samples will be collected and tested for evidence of:

- A. Cannabinoid (e.g., Marijuana, Hashish);
- B. Cocaine;
- C. Opiates;
- D. Phencyclidine (PCP);
- E. Amphetamines;
- F. Barbiturates; and
- G. Alcohol, where appropriate.

III. PRE-EMPLOYMENT TESTING

All applicants shall submit to drug and alcohol testing as a pre-qualification condition for all covered positions, or when a current employee moves from a non-covered to a covered position.

REGULATORY REQUIREMENTS

- A. An individual may not be hired into a covered position unless the individual passes a drug and alcohol test. Applicants who have participated (within the previous thirty days of the employment application with the School District) in a drug and alcohol testing program in compliance with federal law may be hired without a test only upon the School District's verification of the prior testing program.
- B. An employee may not be transferred to a covered position until the employee passes a drug and alcohol test.

IMPLEMENTATION PROCEDURES

- A. All covered applicants will be notified in writing that passing a drug and alcohol test is a condition for employment.
- B. Upon the School District's extension of a conditional job offer, the candidate will be sent to the collection site for testing.
- C. The applicant may be considered eligible for employment after a written confirmation of negative test results has been received by the Human Resources Department from the Medical Review Office (MRO).
- D. Records will be retained in accordance with federal and state rules.
- E. Offers of employment will be withdrawn for applicants who refuse testing.

IV. RANDOM TESTING

Federal law requires the School District to test at least 50 percent of covered employees for drugs, and at least 10 percent of covered employees for alcohol, each calendar year; the actual percentage may be adjusted based on violation rules.

REGULATORY REQUIREMENTS

- A. All employees who work in covered positions are subject to drug and alcohol testing on an unannounced and random basis. All selected employees must report to the drug and alcohol testing center upon request.
- B. Each employee who works in a covered position shall be in a pool from which random selection is made. Each employee in the pool shall have an equal chance of selection and shall remain in the pool, even after the employee has been tested.

V. POST-ACCIDENT TESTING

All covered employees involved in, or contributing to, an accident, and all covered employees who cannot be completely discounted as being contributing factors to an accident, must be tested as soon as possible after the accident. In all cases, alcohol testing must occur within two (2) hours, and drug testing must occur within thirty-two (32) hours, after the time of the accident.

- A. A covered employee involved in a "reportable accident" must promptly submit to a drug and alcohol test and advise the supervisor that the test was completed and where. The test is the responsibility of the covered employee.

A reportable accident includes accidents that result in:

- 1. the death of a person;
 - 2. a citation of the employee for a moving traffic violation arising from an accident.
- A. If the covered employee is seriously injured and cannot provide a specimen for testing, the employee shall authorize the release of hospital reports or other documents that would indicate whether drugs and alcohol were present in his or her system.

VI. REASONABLE SUSPICION TESTING

Reasonable suspicion testing is required when the School District reasonably suspects that a covered employee is under the influence of drugs or alcohol during the work day or immediate before or after. Reasonable suspicion test referrals are based on observations including facts, circumstances, physical evidence, physical signs, symptoms or a pattern of performance or behavior, and include the covered employee's appearance, behavior, speech or odor.

VII. RETURN-TO-DUTY TESTING

A covered employee who has previously engaged in prohibited conduct is required to undergo a drug and alcohol test prior to returning to performing safety-sensitive functions. The alcohol test must be less than 0.02 and the drug test must be negative. The School District is required to conduct unannounced drug and alcohol tests for persons who return to duty.

A minimum of six (6) alcohol tests must occur within the first twelve (12) months, and may continue for up to sixty (60) months after the return to duty at the discretion of the MRO.

REGULATORY REQUIREMENTS

- A. A covered employee who refuses to take, or does not pass, a drug and alcohol test may not return to a safety sensitive position until the employee passes a drug and alcohol test and the MRO has determined that the employee may return to duty.
- B. A covered employee who must undergo a Return-To-Duty Test may be administered unannounced drug and alcohol tests for up to sixty (60) months after the employee returns to a covered position.

VIII. IMPLEMENTATION PROCEDURES

Drug test results are sent to the designated MRO by the testing lab. In cases of confirmed positive results, the covered employee providing the sample is contacted by the MRO to determine if there is an acceptable medical reason for the positive result. The School District and the covered employee tested are notified verbally and in writing of the MRO's final determination. Alcohol test results are provided by the Breath Analysis Technician to the School District and the covered employee. A screening breath test of 0.02 or greater requires a

confirmation test. A confirmation test of 0.02 to 0.039 requires the covered employee be removed from duty and referred to a SAP (Substance Abuse Professional).

For positive drug results, the name and number of the School District's designated SAP is provided verbally and in writing to the covered employee tested and the School District informed of this.

If a job applicant receives a confirmed positive drug test result, the job offer is withdrawn and the applicant notified.

If a current employee receives a confirmed positive drug test result, the job offer is withdrawn and the employee notified.

If a current employee receives a confirmed positive drug and alcohol test, the employee is removed from performing safety-sensitive functions. If the drug test is positive, the employee may not return to driving until a negative drug test is on file. If positive for alcohol at 0.02 to 0.039, the employee is removed from performing safety-sensitive duties and cannot be retested for a minimum of twenty-four (24) hours. If the alcohol test is 0.040 or greater, the employee is removed from performing safety-sensitive duties, referred for a SAP evaluation, and may not return to work until completion of the evaluation and a Return-To-Duty Test of less than 0.02.

In addition, Federal Motor Carrier Safety Regulations, Part 383, Subpart D, Driver Disqualification's and Penalties, pertinent to driving under the influence of alcohol applies.

A current employee who tests positive a second time will be discharged.

Notwithstanding any other provisions herein in either case, the School District may temporarily suspend the tested employee or transfer that employee to another position, at the same rate of pay pending the outcome of the drug test, and if requested, the confirmatory retest, provided the School District believes that it is reasonably necessary to do so to protect the health or safety of the employee, co-workers, or the public.

Nothing of this policy limits the right of the School District to discipline or discharge an employee on grounds other than a confirmed positive test result.

IX. RIGHTS OF THE JOB APPLICANT/EMPLOYEE

Before requesting a driver/applicant driver to undergo drug and alcohol testing, the School District will provide the individual with a form which acknowledges the individual has seen the School District's drug and alcohol testing policy and acknowledges the position the person is applying for is subject to testing.

A job applicant may refuse to undergo drug and alcohol testing: the consequences of such refusal shall be withdrawal of the job offer.

A current employee may refuse to undergo drug and alcohol testing: the consequences of such refusal are removal from performing safety-sensitive functions, and discipline up to, and including, discharge.

A current employee may refuse to undergo drug and alcohol testing after a reportable accident involving a fatality; the consequences of such refusal are immediate removal from performing safety-sensitive functions and disqualification for one year.

If a covered employee refuses to submit to a drug and alcohol test or fails the test and the MRO has reasonable cause to believe prohibited drug and alcohol use was the reason for such refusal or failure, the School District may not knowingly use that individual as a driver until he/she has successfully completed a rehabilitation program, been recommended for return-to-duty by the MRO, and passed a drug and alcohol test.

The School District will not discharge an employee for whom a confirmed positive drug and alcohol test result was the first such result for the employee, unless the following conditions have been met:

- A. The School District will first give the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug and/or alcohol counseling or a rehabilitation program, whichever is more appropriate, as determined by the School District after consultation with a certified chemical use counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
- B. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.

An employee is entitled, upon written request, to obtain copies of any records pertaining to the employee's use of drugs and alcohol, including test results.

A retest of the original urine specimen may be requested within sixty (60) days, by written notice to the MRO. The testing must be done in a licensed lab certified to do this testing and is at the expense of the employee.

Employees may also exercise any rights which may be available under a collective bargaining agreement as well as the right to union representation in meetings which may lead to discipline.

X. EMPLOYEE AND SUPERVISOR TRAINING

The School District will provide educational materials to covered employees directly employed by the School District that explain the requirements of this testing program and the School District's policies and procedures in meeting these requirements.

Each covered employee will sign a statement that this information has been received.

Persons designated to determine whether reasonable suspicion exists to require a covered employee to undergo testing will receive at least sixty (60) minutes of training on alcohol misuse and receive at least an additional sixty (60) minutes of training on drug use. The training will cover the physical, behavioral, speech and performance indicators of probable alcohol misuse and use of controlled drugs.

XI. CONFIDENTIALITY OF RECORDS AND RELEASE OF INFORMATION

Records concerning program administration are kept in accordance with federal and state laws. The School District will provide all covered employees with an Employee Assistance Program "EAP" pamphlet listing telephone numbers and other basic information pertaining to the misuse of drugs and alcohol. Callers to this EAP number can speak directly to a counselor for advice or assistance. Evaluation and/or treatment associated with drug and alcohol misuse or the violation of the above policies will be at the employee's expense or pursuant to coverage under an employee benefit plan.

Copies of the D.O.T. Drug Testing policy are available from the School District upon request. Documentation on EAP training will be maintained in the employee's personnel file. Again, any questions regarding these issues should be direct to Director of Transportation and/or Human Resources Manager.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted November 6, 1996

**D.O.T. DRUG AND ALCOHOL TESTING POLICY
ACKNOWLEDGEMENT FORM**

I acknowledge that I have received a copy of the Anoka-Hennepin Independent School District #11 D.O.T. Drug and Alcohol Testing Policy. I have had an opportunity to read and ask questions regarding it. I understand my rights and responsibilities and how it applies to me as an employee. My failure to conform with this policy is in direct violation of the Federal Motor Carrier Safety Regulations and may result in discharge from employment.

Employee Signature

Date

Employee's Printed Name

Supervisor's Signature

Date

Supervisor's Printed Name

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted November 6, 1996

DRUG-FREE WORKPLACE CERTIFICATION

In compliance with the regulations implementing the Drug-Free Workplace Act of 1988, the Anoka-Hennepin School District certifies that it will provide a drug-free workplace.

The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace in the Anoka-Hennepin School District. Any employee violating this prohibition will be subject to disciplinary action up to and including termination of employment.

Ongoing staff development information will be provided to inform employees about

- The dangers of drug abuse in the workplace
- The school district's policy of maintaining a drug free workplace
- Any available drug counseling, rehabilitation, and employee assistance programs
- The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

A copy of this policy will specifically be provided any employee who is directly engaged in the performance of a grant requiring certification of a drug-free workplace, along with a statement that the employee is required to abide by the terms of this policy and to notify the school district of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction.

The District will notify the funding agency within 10 days after receiving notice from an employee as indicated above or otherwise receiving actual notice of such conviction.

With respect to any employee who is so convicted, the Anoka-Hennepin School District will, within 30 days of receiving notice:

- Take appropriate personnel action against such an employee, up to and including termination of employment
- Or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program provided for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.

The Anoka-Hennepin School District will make a good faith effort to continue to maintain a drug-free workplace through the implementation of all paragraphs above.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted June 12, 1989

TOBACCO-FREE ENVIRONMENT

I. General Statement of Policy

- A. All Anoka-Hennepin School District facilities, grounds, and vehicles will be tobacco-free and no person shall use any tobacco product on any property or vehicle leased, contracted for or owned by the District.

II. Signs and Other Notices

- A. This policy will be printed in employee and student handbooks. It should be posted in highly visible places in all schools of the district, such as, but not limited to all entrances of school buildings, school playgrounds and athletic fields.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Revised February 8, 1988
Amended February 26, 1990
Revised November 27, 2006
Revised June 27, 2011

BLOOD BORNE PATHOGEN POLICY

Students infected with serious communicable or infectious diseases transmitted by blood, including but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), and Hepatitis B shall be placed in an appropriate educational program which will maximize the well-being of the infected student and minimize the risk of infections for other students and staff.

It is the policy of Anoka Hennepin School District that students with communicable diseases transmitted by blood and other potentially infectious materials not be excluded from attending school in their regular classrooms so long as their attendance does not create a substantial risk of the transmission of illness to students of the school district. Procedures for minimizing interruptions to learning resulting from communicable diseases have been established by the school district in consultation with community health and private health care providers. The appropriate placement of infected students shall be determined by the administration in accordance with the adopted procedures.

This policy will enable the Anoka Hennepin School District to effectively respond to these health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. (Cross reference district policies on 504 regarding non-discrimination on the basis of disability.)

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted March 10, 1986
June 27, 1994

MEDICAL CONDITIONS – EMPLOYEES

All employees with medical conditions shall continue their employment and regular assignments unless they are infected with a communicable disease which poses a health risk to others or unless their health status deteriorates sufficiently to interfere with performance at work.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted January 11, 1988

LEGAL DEFENSE OF EMPLOYEES

In some instances legal action is brought against School Board members and school district employees. In most situations, the insurance policy carried by the school district provides protection. In order to provide for any situation in which insurance might not take care of the liability, the Board has approved the following resolution:

BE IT RESOLVED BY THE SCHOOL BOARD

1. Shall provide legal counsel for and pay the fees for services rendered and costs advanced by such counsel in defense of the members of its School Board, past and present, and any employees of the school district, past and present, in any action at all commenced against any of such persons by any plaintiff alleged to have been injured in any manner by any of such persons, whether or not the alleged tort is one recognized as common law or created by federal or state statute or municipal ordinance.
2. Shall pay all such expenses to the ultimate conclusion of such action at law including any judgment which may be rendered in favor of such plaintiff.
3. Shall furnish such defense and pay such expenses in judgment only if the insurance carrier of the school district declines to furnish the defense or pay such judgment, or both, for any or all of the defendants, or if the School Board determines that school district employees have acted within the scope of the authority delegated to them and with respect to both Board members and school district employees that they have acted in good faith.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433

STAFF DEVELOPMENT POLICY
(MN Rule 3501.0420 Subpart 1 E)

I. Purpose

The purpose of this policy is to acknowledge the breadth of staff development experiences that will be necessary to fully implement a Minnesota graduation standards system of education for all learners.

II. Policy

The Board is committed to staff development for the purpose of improving student achievement of education outcomes. (M.S. 126.70) In-service education may include plans for curriculum development, other in-service education, teachers' workshops, teacher conferences, the cost of substitute teachers for staff development purposes and other related costs for staff development efforts. (M.S. 124A.29 subd 1)

Staff development plans at all levels shall address identified needs for graduation standards implementation throughout the school program and shall align with district goals. Staff development experiences that result in improvement of curriculum, instruction, assessment and reporting of the graduation standards will be a priority for all instructional staff. Staff development activities shall enhance staff ability to provide educational opportunities for students with special needs. District-level coordination and District Staff Development Advisory Committee advisement will support implementation activities at the site, program and individual level.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted July 13, 1998

Cross Reference: Board Staff Development Position Statement, GBPB, Adopted June 27, 1988

STAFF DEVELOPMENT: POSITION STATEMENT

The primary objective of staff development is to increase student learning by strengthening the performance of all school district personnel.

DEFINITION: Staff development is a support system designed to maintain and encourage growth in employee effectiveness.

GUIDELINES: Efforts to achieve the objective of staff development will be conducted within the following guidelines:

1. Develop programs which facilitate the achievement of the school district's mission, "Every Anoka-Hennepin student will learn."
2. Provide continuous opportunities, as determined by assessing the needs of all employees.
3. Involve district employees in staff development programming.
4. Enable employees to improve their work performance through learning activities that increase skills, knowledge, and techniques.
5. Encourage staff members to initiate their own professional growth programs.

Anoka-Hennepin School District No. 11
Coon Rapids, MN 55433
Adopted June 27, 1988

GUIDELINES REGARDING ANOKA-HENNEPIN STAFF
CONDUCTING IN-SERVICE PROGRAMS

I. PROGRAMS CONDUCTED WITHIN THE ANOKA-HENNEPIN SCHOOL DISTRICT

A. Statement of Intent. It is the intent of the Anoka-Hennepin School District to compensate employees for in-service programs they present as part of the School District's Staff Development program.

B. General Guidelines for All Presenters. The following assumptions are inherent in this structure:

1. Presenters will prepare for presentation of the staff development program outside their duty day.
2. Presenters will volunteer to prepare and present the staff development program.
3. Sessions, for the most part, will be outside of the normal duty day with the exception of preschool and/or staff development day presentations on designated staff development days.
4. Most sessions will not exceed 2 hours at any given time.
5. The District will pay the in-service compensation rate for up to a maximum of two staff per presentation. Compensation will be equally divided if there are three or more presenters per session.
6. In-service programs will be designed to meet staff development needs on a district-wide, building-level or department-level basis.
7. The activity involved would generally not be one conducted at a regularly scheduled faculty meeting.

C. Examples of Appropriate Activities

1. Preschool workshop programs
2. Scheduled staff development days
3. Specific activities of the staff development program

D. Guidelines for Compensation of Teachers

1. For an in-service session occurring within the context of the teacher's basic duty day, a fee of \$15 per hour of presentation is established.
2. For an in-service session occurring outside of the context of the basic duty day, a fee of \$20 per hour of presentation is established.

3. Those people in the district under a teacher's contract, but who have resource, lead, or consultant responsibilities, will comply with the following guidelines:
 - a. For an in-service session occurring outside the context of the basic duty day, where they have major responsibility for organization and presentation of materials, a fee of \$20 per hour of presentation is established.
 - b. For an in-service session occurring within the context of the basic duty day, no extra compensation will be awarded. This is predicated on the basis that staff development and in-service are an inherent part of the position responsibilities.
4. Those people in the district under administrative or supervisory contracts will not be eligible for this compensation. This is predicated on the basis that staff development and in-service are an inherent part of their position responsibilities.

E. Guidelines for Compensation of Classified Staff

1. For an in-service session occurring within the context of the basic duty day, such as a staff development day, where the presenters are already being compensated, the addition to their normal compensation will be the lowest hourly rate of the employee group to which they belong, rounded to the nearest dollar.
2. For an in-service session occurring outside the context of the basic duty day, the compensation will be the hourly rate for in-service conducted during the duty day plus an additional five dollars per hour.

F. Procedures

1. Requests for approval for compensating employees for presenting in-service programs must be submitted to the Staff Development Coordinator at least 15 days prior to the scheduled event.
2. Requests will be channeled through the following "responsible" people:
 - Secondary - Associate Superintendent or Curriculum Coordinator
 - Elementary- Associate Superintendent or Curriculum Coordinator
 - Special Education and Student Services - Director of Special Education
 - Staff Development - Staff Development Coordinator
3. The Staff Development Coordinator will notify the "responsible" person of approval.

4. After the activity is completed, the "responsible" person will submit a written request for payment to the Staff Development Coordinator for processing. Actual payment of the compensation will occur after the activity is completed.

II. PROGRAMS CONDUCTED OUTSIDE THE ANOKA-HENNEPIN SCHOOL DISTRICT

A. Statement of Intent. It is the intent of the Anoka-Hennepin School District to facilitate collegial and collaborative agreements with other school districts and nonprofit educational institutions who request assistance.

B. General Guidelines

1. Employees who are invited to present in-service programs outside the Anoka-Hennepin School District will notify their principal/supervisor as soon as possible after they receive the invitation.
2. Principals will notify the appropriate associate superintendent and work with the associate superintendent in determining a response to the request.
3. Requests will be considered on an individual basis, with consideration given to the Anoka-Hennepin School District's ability to obtain suitable substitute teachers.
4. Sponsoring school districts or agencies (e.g., ECSU, colleges) will reimburse the Anoka-Hennepin School District for all teacher salary costs incurred.
5. Teachers conducting the in-service may request the sponsoring district or agency to reimburse them directly for expenses such as travel, duplication of materials, preparation time and any service which falls outside Anoka-Hennepin duty time. Such reimbursement will not include compensation for presentation time which coincides with "duty time" for which the Anoka-Hennepin School District is already compensating the teacher.

Anoka-Hennepin District No. 11
 Coon Rapids, MN 55433
 Adopted April 1, 1980
 Revised December 1, 1983
 Revised May 1988

DEPARTMENT LEADER SELECTION PROCESS

A uniform selection process shall be employed in the selection of department leaders. This is an extremely responsible position in the school district and should be accorded a serious approach to the selection process. The process shall include:

1. Post the openings and indicate the application procedures to be followed including whether a written application and an application form are to be submitted.
2. Review the applications with appropriate administrative and building staff.
3. Contact the respective subject area facilitators to determine their assessment of the degree to which the applicants fit the criteria for the position.
4. Interview the applicants to determine which of those exhibit the greatest potential for fulfilling the department leader criteria. Involve appropriate staff and building administration in the interview process.
5. The principal will make the selection of the candidates deemed most qualified for the position once all steps in the procedure have been completed.

Anoka-Hennepin School District No. 11
Coon Rapids, MN 55433
May 27, 1986
Revised July 1994

DEPARTMENT LEADER SELECTION CRITERIA
ANOKA-HENNEPIN INDEPENDENT SCHOOL DISTRICT NO. 11

The position of department leader is one of utmost importance and responsibility in the curriculum processes of Anoka-Hennepin Independent School District No. 11. Therefore it is crucial that the most highly qualified individuals be selected to these positions. Criteria to be used in selecting department leaders include:

1. Instructional leadership qualities such as respect of peers, common sense, trustworthiness, and a positive attitude toward education indicated by a history of participation in curriculum development at the district and department level and active membership in committee and professional organizations.
2. Instructional leadership skills as demonstrated by a thorough knowledge of the subject area and curriculum, willingness and ability to assist peers in their teaching, ability to communicate effectively, and ability to creatively work with others in carrying out the responsibilities of the office.
3. Ability to carry out the duties of the job description as demonstrated by a willingness to be the department leader and carry out the tasks of the assignment, an interest in attending meetings and report to the department and the principal any information pertinent to conducting the business of the department, the evidence of a high energy level.
4. Individuals considered for department leadership must possess the ability to view the board spectrum of District curriculum including interrelationships within the department and building to which they are assigned as well as the District as a whole, in otherwords to possess the "view from the bridge."

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
May 27, 1986

GUIDELINES FOR SALARY SCHEDULE PLACEMENT AND ADVANCEMENT OF K-12 AND SECONDARY VOCATIONAL TEACHERS

- I. Credit for Prior Experience (Experience credit is given only at the beginning of a school year assignment. A maximum of one year of experience credit is allowed per school year, regardless of any cumulative excess of experience beyond that required for a single step credit.)
 - A. Recency of experience credited at time of placement
 1. Former employees (includes former part-time employees) are given full credit for experience previously credited and may be given credit for combined outside teaching and relevant work experience gained since the last District contract.
 2. New employees are placed on the salary schedule in accordance with initial placement guidelines.
 - B. Experience eligible for credit at the time of placement
 1. Work experience
 - a. Work experience which is used to satisfy licensure requirements for secondary career and technical (vocational) instructors (up to a maximum of 6,000 hours) is not credited toward initial salary schedule placement.
 - b. Health occupations instructors may require a formal registration/state licensure e.g., nurse, paramedic, surgical technologist, or any other programs requiring 2000 or more hours.
 - c. Relevant, verified work experience equal to 2000 hours is considered to equal a full year. Only 2000 hours of credit may be gained per year. Hours worked in excess of 2000 hours will not carry forward into another fiscal year.
 - d. Multiple part-time, relevant, verified hours of work experience may be summed to meet the 2000 hour requirement. Work experience must be verified by hours worked from July 1 to July 1 of each year.
 - e. The Anoka-Hennepin "Affidavit For Use with Self- or Family-Employment" may be necessary to verify hours of work experience.
 2. Teaching experience
 - a. Out of district – Teachers' contracts equal to or longer than one semester during a regular school term (not including summer school) are considered to equal a full year.
 - b. In-District – **Effective 7/1/99**
 - (1) Contractual assignments of .25 FTE or greater are credited as full years of experience.
 - (2) Part-time contractual assignments with greater than a .16 contract but less than a .25 contract *will advance one step after two years.*

C. Types of prior experience eligible for placement credit consideration

1. Types of experience

- a. All K-12 classroom teaching experience (in any field)
- b. Other student contact (non-classroom teaching) experience appropriate to the current assignment and for which similar minimal preparation and license are required (e.g., school psychology, media generalist/specialist, counseling, school administration, occupational therapist, physical therapist, social worker)
- c. All relevant, certified, paid work experience.

2. Examples of settings from which teaching experience will be considered:

- a. Public schools
- b. Private schools or institutions
- c. Related experience in educational programs sponsored by governmental agencies
- d. Colleges or universities.

D. Types of experiences eligible for credit toward step advancement

- 1. Full-time, full-year assignments covered by a teaching contract in the Anoka-Hennepin School District.
- 2. Teachers on contract with a .25 contract or greater shall be given credit for one year step advancement; teachers with greater than a .16 contract but less than a .25 contract will advance one step after two years.
- 3. Teachers employed on an hourly letter of agreement shall move to the next step if they work 500 or more hours in a school year; teachers with greater than 215 hours but less than 500 hours will advance one step after two years.
- 4. Step advancement takes place at the start of the next school year.
- 5. Teaching assignments reduced due to employment date, maternity leave, sick leave, or other unusual circumstances are credited based on annual FTE.

II. Credit for Lane Placement and Advancement

Education - Course work enrolled in prior to the granting of a degree and in excess of the minimum requirements for that degree is considered to constitute part of that degree for purposes of initial placement or lane transfer. Only credits earned after the degree has been granted may be applied toward the advanced salary lane. This requirement pertains to both the Bachelors and Masters degrees.

1. Documentation required for validation of education credit

- a. Official transcripts are required for initial placement and advancement to (or through) MA+60 classifications.
- b. After initial placement, official certified degree documents may be accepted in lieu of transcripts as evidence of completion of a degree;

however, official degree transcripts will be required before subsequent lane movement will be allowed.

- c. Effective 7/1/2000, there will be no placements into the BA60 lane. Effective 7/1/2001, the only teachers eligible for a lane change into the BA60 lane are those teachers who were on Career II Step as of June 30, 2000.

2. Types of education for which credit is allowed

a. Types of institutions

(1) College credits earned for courses offered by a degree granting institution as applicable toward an appropriate accredited degree program currently listed by NCATE (National Council for Accreditation of Teacher Education) or ACE (American Council for Education) or otherwise accepted as applicable toward licensure by the Minnesota Department of Education. Graduate credits must be granted by a graduate level degree institution.

(a) Teachers who have a bachelors degree and earn a second bachelors degree are classified BA+30, provided that an additional forty-five (45) credits were earned in obtaining the second degree.

(b) Teachers who have completed "five year" teacher preparation programs (e.g., St. Cloud, St. Thomas), one year of which was completed subsequent to the awarding of the Baccalaureate Degree, are classified at the BA+45 lane.

(c) Teachers who have a Master's Degree and earn a second Master's Degree are classified as MA+30.

(d) Teachers who have been granted a Specialist Degree or Doctorate are classified at MA+60.

(2) All college credits accepted (as described in a(1)) by degree granting institutions as applicable toward an appropriate degree program are applicable also for lane change.

b. Level of course work

(1) For degreed instructors

(a) A minimum of two-thirds of credits earned beyond the bachelors degree *must* be graduate level credits. The only exception to this rule is allowed in the case of the second bachelors degree as described in (1)(a) above. When such a classification is made, all subsequent credits toward BA+45 or BA+60 classifications *must* be graduate level credits earned after the second bachelors degree was granted.

(b) All course work beyond the masters degree *must* carry graduate-level credit.

(c) Effective July 1, 2001, the only teachers eligible for a lane change into the BA60 lane are those teachers who were on Career II Step as of June 30, 2000.

(d) Individuals who commence internships/practicums during or after the 2001-2002 school year will be allowed to apply credits associated with or earned in connection with

internships/practicums towards salary lane advancement, even if the internship/practicum is paid by Anoka-Hennepin.

- (2) For nondegreed instructors
 - (a) Undergraduate credits, graduate credits, or a combination will be accepted for advancement up to and including BA+60. All undergraduate credits must be in a teacher's field, in a closely related field, or in education.
 - (b) All credits earned beyond BA+60 *must* be graduate level credits.
 - (c) Individuals who commence **internships/practicums** during or after the 2001-2002 school year will be allowed to apply credits associated with or earned in connection with internships/practicums towards salary lane advancement.
- c. Field of course work
 - (1) Course work primarily intended to prepare a teacher for another profession or trade outside of education will not be applied toward placement or lane advancement.
 - (2) All undergraduate credits beyond the bachelors degree must be in the teacher's field, in a closely related field, or in education.
 - (3) A masters degree and credit earned beyond the masters degree must be in the subject the teacher teaches, education, curriculum, instruction, or a similar concentration normally offered through the graduate program of a college of education to qualify that teacher for a MA classification and MA lanes.
 - (4) Credit will not be granted for courses bearing identical course titles or identification numbers or courses in other ways appearing similar, unless documentation is submitted which clearly demonstrates that such courses differ significantly in content.
 - (5) Education credits granted by a degree-granting institution as transfer credits or equivalency credits based on experience do not apply toward lane change if any of the following situations apply:
 - (a) Such credits were earned or experience was obtained prior to the granting of a previous degree, or
 - (b) Experience credit or other education credit is granted for the same experience, or
 - (c) Experience was used to meet state licensure requirements for a vocational license
- d. Specific education credit restrictions apply in the following areas for initial placement in the salary schedule and for lane advancement, whether or not these credits are included in degree programs:
 - (1) Human relations courses submitted beyond those required to meet State licensure requirements will be applicable only if documentation is submitted to demonstrate that such courses substantially differ in content.
 - (2) Drivers education
 - (a) If teacher's primary assignment is driver's education, an unlimited number of credits are allowed.
 - (b) If driver's education is part of the teacher's classroom assignment or is in an extracurricular assignment, a maximum of twelve (12) quarter credits are allowed. Consideration will be

- given to credits beyond twelve (12) if they are a necessary licensure requirement.
- (c) A maximum of six (6) quarter credits may be applied to the bachelors degree lanes for others. Consideration will be given to credits beyond six (6) if they are a necessary licensure requirement.
- (3) Coaching courses or clinics in methods or techniques taken for college credit
 - (a) If a teacher's primary assignment is physical education, an unlimited number of credits are allowed.
 - (b) A maximum of six (6) quarter credits may be applied toward only the bachelors degree lanes for others. Consideration will be given to credits beyond six (6) if they are a necessary licensure requirement.
- (4) Credit will not be allowed for courses if :
 - (a) fees are paid by Anoka-Hennepin, or
 - (b) paid time-off is granted by Anoka-Hennepin for attendance at such courses.
 - (c) Individuals who commence **internships/practicums** during or after the 2001-2002 school year will be allowed to apply credits associated with or earned in connection with internships/practicums towards salary lane advancement.

III. Licensure

- A. Licensure required for a particular assignment is to be designated by the Director or other administrator responsible for hiring, in accordance with Minnesota Department of Education regulations or the Minnesota State Plan for Vocational Education.
- B. Placement of teachers lacking documentation of Minnesota licensure
 - 1. If routine renewal or reciprocity is being processed, no written documentation to that effect is required in lieu of license.
 - 2. If teacher is already licensed to teach or if the above (B1) applies, but special licensure has not yet been completed and/or granted, a letter from the Minnesota Department of Education may be accepted until the license is printed.
 - 3. If teacher/intern does not have a current license on file with the Minnesota Department of Education, the teacher must provide at time of hiring:
 - a. date-stamped copy of the license application, and a copy of all documents required to meet licensing conditions, or
 - b. a letter from the Minnesota Department of Education may be accepted until the license is printed.
 - c. New graduates must also provide proof of successful completion of student teaching and the Pre-Professional Skills Test.

IV. Mechanics of placements and lane changes

A. Timetable:

	<u>Course work completed prior to</u>	<u>Application deadline</u>	<u>Documentation deadline</u>	<u>Effective date retroactive)</u>
Placement	beginning of assignment	Time of contract signing	See dates that follow	see dates that follow
Lane Change	September 1	October 31	October 31	Full duty year
Lane Change	November 1	January 14	January 14	Last $\frac{3}{4}$ of year
Lane Change	January 15	March 31	March 31	Last $\frac{1}{2}$ of year
Lane Change	April 1	June 1	June 1	Last $\frac{1}{4}$ of year

B. Validation of qualifications

1. Licensure - A regular teacher's contract is not issued to any individual who is not licensed/qualified for licensure to teach in Minnesota.
2. Education credit - It is the responsibility of the teacher to furnish all documentation and descriptive material (e.g., college catalogs, brochures, enrollment dates, level of course work, official degree transcripts).
3. Experience credit - It is the responsibility of the teacher to provide adequate documentation to verify appropriateness of experience for which placement or advancement credit is given.

C. Processing of placements, lane changes

1. Upon receipt of documentation of licensure/qualification for licensure, a teacher's contract is issued and retroactivity to the date of eligibility is processed.
2. Until required documentation of eligibility for educational credit is received, a teacher's classification level is limited to the highest degree level for which certified degree documents have been submitted or to the BA level if such documents have not been submitted. Upon receipt of official documentation of additional credits completed prior to placement/lane change cutoff date, retroactivity is processed. Newly hired teachers will have 60 calendar days from first day of employment to provide required documentation to qualify for full retroactivity.
3. Until experience verification is received, a teacher's step placement is limited to step 1 or the highest step for which verification has been received. Upon receipt of such verification, retroactivity for allowable

experience is processed. Newly hired teachers will have 60 calendar days from first day of employment to provide required documentation to qualify for full retroactivity.

4. Effective 7/1/2000, there will be no placements into the BA60 lane. Effective 7/1/2001, the only teachers eligible for a lane change into the BA60 lane are those teachers who were on Career II Step as of June 30, 2000.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted May 1979
Revised November 1979
Revised March 1980
Revised June 1980
Revised June 1982
Revised June 1992
Revised July 1992
Revised November 24, 2003

POLICY ON EARLY ENTRANCE TO KINDERGARTEN AND ACADEMIC ACCELERATION

Incoming Kindergarten Grade Placement

A child will be admitted to kindergarten if he/she is at least five years old on September 1 of the school year in which the child seeks admission. Requests for early entrance into kindergarten will be considered under the following procedures:

1. Screening for early entrance to kindergarten will be available to a child whose fifth birthday falls after September 1 and on or before October 31.
2. The parent/guardian completes the Anoka-Hennepin Early Entrance into Kindergarten application.
3. Early entrance into kindergarten candidates must demonstrate a qualifying score on a formal intellectual assessment administered by the District in June.

Anoka-Hennepin School District No. 11
Coon Rapids, MN
Adopted: March 24, 2008

ANOKA-HENNEPIN DISTRICT 11
POLICY FOR ATTENDANCE BOUNDARY PROCESS

The Anoka-Hennepin School District assigns students to schools by designated attendance area boundaries. Boundaries are reviewed and modified to provide equitable distribution of students and programs and for efficient use of district resources.

When boundary changes are necessary, parent meetings and/or public hearings will be held for public input prior to the school board meeting when recommendations specific to boundaries are to be made. Parent and community involvement and communication will be integrated throughout the process.

When new boundaries are approved, an orientation at the new school of attendance will be held for those students and parents affected by the change.

When a boundary change has been approved, options may be considered to minimize disruptions to students. Transportation of students opting to attend a school, not within their assigned attendance area will be the responsibility of parents.

In the event of school closings, as necessitated by the boundary process, public hearings will be held in accordance with Minnesota law.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433-3799
Adopted August 24, 2009

ELEMENTARY SCHOOL ATTENDANCE AREA BOUNDARY GUIDELINES

The major criterion used to make recommendations to the School Board on Elementary Attendance Boundaries is to provide an equitable distribution of students and programs among Anoka-Hennepin Schools.

Elementary schools may be organized using the following guidelines:

- Lower teacher/student ratios are given priority at the primary level, beginning with kindergarten and first grade.
- Boundaries shall not fill a school beyond capacity as determined by the Board adopted staff ratio.
- The School Board through the budget process establishes the teacher/student ratio for planning purposes.

Attempts should be made to provide space to support student learning based on the student demographics of the attendance area. Priorities for consideration include:

- K-5 student population
- Special Education
- Student support services
- Art, music, Inquiry, computer labs
- Early learning programs

Full-time employees who are residents of the District may elect to have their children attend the school where the employee works.

When boundary changes are necessary, attempts will be made to minimize disruption to students by using the following guidelines.

- Adherence to the Anoka-Hennepin in-district policy guidelines
- Attempts will be made to have a minimum of five years permanency to any boundary change
- Options for enrollment will be provided in accordance with district enrollment policies

Anoka-Hennepin District No. 11

Anoka, MN 55303

Adopted: August 24, 2009

Revised: April 8, 2013

SECONDARY SCHOOL ATTENDANCE AREA BOUNDARY GUIDELINES

The major criterion used to make recommendations to the School Board on secondary attendance area boundaries is to provide an equitable distribution of students and programs among Anoka-Hennepin secondary schools. Other criteria include:

- The teacher/student ratio, which is established by the School Board through the budget process, is used to plan for adequate space.
- Attempts should be made to provide adequate instructional space for various services and programs. Priorities that may be considered: specialty schools, special programs including CEMS, STEP, IB, and others, Special Education, Special Services, music and general/computer lab space.
- Additional considerations should be afforded for other district programs including Community Education.

With some exceptions, if the parent(s)/guardian(s) of a high school student reside in Anoka-Hennepin School District, a high school student shall attend the school designated for the residence where his/her parent or legal guardian resides. Each student who moves his/her residence shall attend the high school serving the area to which he/she moves effective at the beginning of the school year following the move.

The following exception may be considered:

- Full-time employees who are residents of the district may elect to have his/her children attend the school where the employee works.
- If the high school attendance area is changed, attempts will be made so that each student who continues to live in the same residence as in previous years may finish high school in the school where he/she started.

When boundary changes are necessary, attempts will be made to minimize disruption to students by using the following guidelines.

- Adherence to the Anoka-Hennepin in-district transfer policy guidelines
- Attempts will be made to have a minimum of five years permanency to any boundary change
- Options for enrollment will be provided in accordance with district enrollment policies

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433-3799
Adopted August 24, 2009

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

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' 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 employees 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. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placement in mailboxes or by electronic mail.
- B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks and other publications 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, and tangible objects.
- 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 minors of the age to whom distribution is requested;
 - 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and 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. 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, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

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

- F. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, and in-school lunch periods.
- G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

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 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 not permitted to minors by law;
 5. advocates violence or other illegal conduct;
 6. 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 of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

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 and entrance ways of the school, and 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. If permission is granted pursuant to this policy for the distribution of any materials, the time, place and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

- A. Any student or employee wishing to distribute non-school sponsored material must first submit for approval a copy of the material to the principal 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, if a student, the room number of his or her first-period class.
 - 2. Date(s) and time(s) of day intended display or distribution.
 - 3. Location where material will be displayed or distributed;
 - 4. If intended for students, the grade(s) of students to whom the display or distribution is intended.
- B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.
- C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.
- D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays and holidays) of submitting the appeal, the person shall 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 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 AND EMPLOYEES

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.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted February 24, 2000

DISTRICT STUDENT DISCIPLINE POLICY

I. PHILOSOPHY

- A. Statement of Philosophy on Conduct and Discipline: The care, management, and control of the school district is vested in the School Board by Minnesota Public School Law (MS 120.A.20).
- B. Schools have a responsibility to parents and students which goes beyond the educational program. They must provide students with a suitable environment while on the school premises and at other school activities away from the school grounds. An environment conducive to learning must be maintained to ensure an equal educational opportunity for all students. Because an environment is partially determined by the conduct of the students, student self-discipline relative to rules and regulations is a desired goal. These rules and regulations are designed to promote a desired environment for learning. It shall, therefore, be a policy of Anoka-Hennepin Independent School District No. 11 that every student abides by all rules and regulations of the district.
- C. Before effective learning can take place, reasonable order or discipline must be present. Basically, the responsibility of classroom discipline rests with teachers; however, the principal is responsible to provide supervision, guidance, and assistance to teachers in handling discipline problems. Experience indicates that a positive approach to discipline is effective. Early intervention in attempting to improve a student's behavior is strongly encouraged. This may include but should not be limited to early involvement of parents or guardians and utilizing available resources, including referral to the child study team and the use of support services.
- D. The Anoka-Hennepin School District recognizes its obligations to comply with the provisions of the Pupil Fair Dismissal Act and MS 121A.61 (and removal of students from class statute). In local, state, and Federal proceedings, the fundamental question has been and is one of fairness for students. The elements of due process are designed to ensure that this goal is reached. Due process is the implementation of procedure which, when adhered to, guarantees the protection of individual rights.

II. STUDENT DISCIPLINE: STUDENT RIGHTS AND RESPONSIBILITIES

- A. This statement of rights is not expected to cover every situation that may arise. The rights of an individual are preserved only by the protection and preservation of the rights of others. All students attending Anoka-Hennepin District No. 11 schools have the right to:
 - 1. A free and appropriate education as defined by state and Federal statutes
 - 2. Equal educational opportunity and freedom from discrimination
 - 3. Due process as defined by state and Federal statutes and rules
 - 4. Freedom of inquiry and expression
 - 5. Data privacy
 - 6. Be informed of school rules
- B. Rights bring responsibilities and a student is responsible for the manner in which his/her individual rights are exercised. This statement of responsibilities is not expected to cover

every situation that may arise. All students attending Anoka-Hennepin District No. 11 schools have the responsibility to:

1. Attend school daily, except when excused, and to be on time to all classes and other school day functions,
2. Pursue and attempt to complete the course of study prescribed by the state and local school authorities,
3. Make necessary arrangements to make up school work when absent,
4. Assist school staff in maintaining a safe school for all students enrolled therein,
5. Be aware of all school rules and regulations and conduct themselves in accordance with them,
6. Assume that until a rule is waived, altered, or repealed, it is in full effect,
7. Be aware of and comply with state and local law,
8. Be aware of and comply with State High School League and regulations and School Board policy when participating in extracurricular activities,
9. Be willing to volunteer information in disciplinary cases and cooperate with school staff should they have important knowledge relating to such cases,
10. Protect and take care of school property and the property of others,
11. Dress and groom to meet fair standards of safety, health, and standards of decency,
12. Avoid inaccuracies in student newspapers or publications and indecent or obscene language, both written and verbal,
13. Express ideas in a manner that will not demean or slander others.

III. CODE OF STUDENT CONDUCT

- A. Disciplinary action may be taken for any behavior, which is disruptive of good order or violates the rights of others. The school has the authority and obligation to establish and enforce reasonable standards of conduct. In accordance with the Pupil Fair Dismissal Act and MS121A.61 Discipline and removal of students from class, a student may be removed from class, suspended, excluded, or expelled from school for:
 1. Willful violation of any reasonable School Board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements.
 2. Willful conduct that significantly disrupts the rights of other students to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities, or
 3. Willful conduct which endangers the pupil or other pupils, or surrounding persons, including school district employees, or the property of the school
- B. The following list identifies unacceptable acts subject to disciplinary action in this school district. Violation of any of these offenses before, during or after school hours while on school property, the school bus, or any other approved vehicle used to transport students; or at school functions or events held at other locations or off school grounds if the action interferes with or obstructs the mission or operations of the school or the safety of the student, other students and staff or the aiding and abetting of such acts may lead to the implementation of a disciplinary action or consequence listed in part C, including expulsion. However, a violation of item two regarding the transmission of chemicals/controlled substances, and item four regarding possession, use and/or transmission of a weapon, possession of a destructive explosive, or the threatened use

of and/or the intent to use a destructive explosive device will lead to the immediate initiation of the expulsion process.

1. Truancy and unauthorized absence.
 - a. As required by current statutes, regulations of the Department of Education and the School Board of this district, students shall be in attendance each day that school is in session. Students returning to school following an absence will be expected to complete all the missed assignment within a reasonable period of time.
 - b. Truancy, for purposes of this policy, is the absenting of one's self from school or class without approval. The authority to decide whether an absence is excused or unexcused rests with the building principal.
 - c. If a student develops a pattern of tardiness to school or class, disciplinary action will be taken.
2. Possession, use (including being under the influence and look alike substances) and/or transmission of controlled substances including but not limited to any narcotic drug, hallucinogenic drug, inhalant, toxic or mood altering substances, intoxicating beverage, any paraphernalia associated with such controlled substances, or any controlled substance or the unauthorized use of prescription drugs.
3. Possession, use, and/or transmission of tobacco, nicotine products, Electronic Cigarettes, or look-a-likes in any form.
4. Possession, use, and/or transmission of a weapon(s) or any object that can reasonably be considered a weapon(s): weapon means a knife; firearm or an item which looks like a firearm, whether loaded or unloaded, in working or nonworking condition; destructive explosives, any incendiary device or look alike and/or the threatened intent or intent to cause an explosion; or any other device or instrument which is utilized in such a manner so as to threaten, intimidate or produce bodily harm or the fear of such.
 - a. A student who commits a weapons infraction will be immediately suspended from school
 - b. The expulsion process will be immediately initiated.
5. Possession and/or use of any electronic device, including a computer, in a manner, which threatens or intimidates others and/or disrupts the educational process;
6. Violations against persons communicated or attempted to be communicated by any means. Such violations include but are not limited to: verbal and/or nonverbal intimidation/ threats; stalking; obstruction; assault; fighting; extortion; bullying, racial harassment; harassment on the basis of disability sexual harassment/violence; indecent exposure; hazing;
7. Violations against property including tampering with, unauthorized use of, damage to, or destruction of school property or the property of school personnel and/or others (even though such an act was accidental or a result of poor judgment); vandalism; trespassing; arson; theft or robbery; possession of stolen property;

8. Violations of school procedures or acts disruptive to the educational process, including disobedience, disruptive and disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, use of profanity, improper activation of fire alarms, activation of stink bombs and unauthorized access to school data;
 9. Violation of school bus or transportation rules;
 10. Violation of parking or school traffic rules and regulations;
 11. Possession, distribution, or display of slanderous, libelous, pornographic, racist, or gang related materials or symbolism;
 12. Student attire and/or personal grooming which creates a danger to health or safety; creates a disruption to the educational process, or violates common standards of decency as they apply to a community school setting, and/or any apparel, jewelry, accessories, or matter of grooming which by virtue of its color arrangement, trademark, or any other attribute (as a primary purpose) denotes membership in an organized gang;
 13. Criminal activity;
 14. Violation of other school rules, policies, or procedures.
- C. Disciplinary action or consequences for these offenses may include but are not limited to the following
1. Student conference
 2. Parent contact
 3. Parent conference
 4. In-school monitoring
 5. Referral to in-school support services
 6. Detention
 7. Removal from class
 8. Saturday School
 9. Suspension from extracurricular activities
 10. Physical restraint
 11. Suspension from school
 12. Referral to Child Study Team (see Due Process/Total Special Education Systems manual)
 13. Referral to community, county or outside agencies
 14. Transfer to another school building
 15. Expulsion or exclusion from school
 16. Referral to police or other law enforcement agency
- D. When determining an appropriate action, the administrator will consider the extent of the disruption to the safety of an individual or a group or to the disruption of the learning environment in the schools.
- E. Students with Disabilities:

1. If the alleged violator is a student with a disability under IDEA or Section 504 of the Rehabilitation Act, the specific placement and services for the student will be consistent with state and federal requirements and are to be determined by the student's IEP Team.
2. Use of Conditional Procedures: Students with disabilities who demonstrate behaviors which interfere with the student's or others' safety and or learning, which has not been ameliorated through the use of positive behavioral interventions, may result in an IEP Team determination to use a conditional procedure in conjunction with continued use of positive behavioral interventions. The school district maintains procedures for use of conditional procedures, which are consistent with state and federal law.

IV. STUDENT DISCIPLINE: POLICIES

A. Disruptive Student Policy

1. As stated in the philosophy of our District Student Discipline Policy, an environment conducive to learning must be maintained to ensure equal educational opportunity for all students. Because an environment is partially determined by the conduct of the students, student self-discipline relative to district, building and classroom rules and regulations is a desired goal.
2. It shall; therefore, be a policy of the Anoka-Hennepin School District that:
 - a. Every student abides by the rules and regulations of this district.
 - b. Disciplinary action including expulsion may be taken for behaviors, which are disruptive or violate the rights of others to an environment conducive to teaching and learning.
3. Early intervention in attempting to improve a student's pattern of disruptive behavior is strongly encouraged. This should include involvement of parents/guardians and the utilization of available school district resources provided for students, including screening by the child study team.
4. A student will be referred to the school board for expulsion, if various appropriate interventions have been implemented and documented and the student persists in behavior which:
 - a. violates any reasonable School Board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements, or
 - b. significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities, or
 - c. endangers the pupil or other pupils, or surrounding persons, including school district employees, or the property of the school.

B. Policy on Weapons

1. It is the policy of the Anoka-Hennepin School District to maintain a positive, safe and secure learning and working environment. Therefore, the District will not tolerate weapons as defined in this policy at any time on school property or in the school zone, * including district owned buildings and grounds; leased or rented facilities; school sponsored activities; field trips; school buses and other school vehicles; and school bus loading and unloading areas. Students and visitors may not possess, store, handle, transmit, or use any weapons in any of the school environments listed above. Any student found to possess, store, handle, transmit, or use any weapon before, during, or after school hours would be subject to administrative and/or legal action.

* School zone: The area surrounding school property to a distance of 300 feet or one city block, whichever distance is greater, beyond school property.

2. Students who become aware of a weapon (that is not subject to an exception listed in this policy) being brought to school or on school property must immediately notify an adult staff member. A student, who becomes aware that he/she is in possession of a weapon and immediately notifies an adult staff member, may avoid, depending on circumstances, being considered to be in possession of a weapon. Students should not, however, pick up or transport the weapon.

- C. Definition of Weapon: weapon is defined as a knife, firearm, or an item which looks like a firearm, whether loaded or unloaded, in working or non-working condition; destructive explosives, any incendiary device or look-alike and/or the threatened intent or intent to cause an explosion; or any other device or instrument which is utilized in such manner so as to threaten, intimidate or produce bodily harm or the fear of such. Weapons include, but are not limited to the following:

1. All firearms, loaded, unloaded, working or not working
2. Other firearms of all types including pellet, BB, stun, splat, starter pistols, and/or look-a-likes, or replica firearms which include facsimile or toy versions of firearms and reasonably appear to be a pistol, revolver, shotgun, sawed-off shotgun, rifle, machine gun, rocket launcher, or any other firearm
3. Knives including switchblade or automatically opening blades, butterfly knives, Swiss army knives, pocket knives, box-cutters/utility knives hunting knives, daggers, swords, razors
4. Artificial knuckles or similar objects designed to be worn over or inside the fist or knuckles
5. Blackjacks, clubs, throwing stars, martial arts devices
6. Explosives and/or similar devices and/or the threatened intent to cause an explosion
7. Poisons, chemicals, combustible or flammable liquids, or substances capable of causing bodily harm
8. Slingshots, bows and arrows
9. Chemical irritant ** i.e. pepper spray, mace
10. Any other device or instrument used to intimidate, threaten, or inflict bodily harm or fear

- D. Exceptions: This policy, in accordance with Minnesota law, provides for the following exceptions:

1. Licensed police officers, military personnel, licensed security personnel
2. Instructors of school district approved firearm safety courses or activities conducted on school property
3. School district approved possession and use of weapons by ceremonial color guards
4. School district approved possession and use of starter guns for athletic contests
5. School district approved equipment and tools used and stored appropriately on school property for instructional or work-related purposes by workers and students
6. Other exceptions as granted by the superintendent

E. Implementation of the Policy on Weapons

1. Weapons violation, Federal law: Pursuant to the Federal "Gun Free Schools Act of 1994" any student who brings a weapon (firearm and/or destructive device as defined under Federal law) shall be expelled from school for not less than one year.
2. Middle school students: Possession of a weapon, as defined in this policy, by students in middle school, grades six through eight, will lead to the immediate initiation of the expulsion process and may lead to referral to the police. The School Board will expel middle school students for a period of not less than the equivalent of one trimester of student contact days, and not more than 12 months. Alternative educational services will be provided to the student during the expulsion. A student in middle school will reenter school on the day the expulsion is completed.
3. High school students: Possession of a weapon, as defined in this policy, by students in high school, grades nine through graduation, will lead to immediate initiation of the expulsion process and referral to the police. The School Board will expel high school students for a period of not less than the equivalent of one trimester of student contact days, and not more than 12 months. Alternative educational services will be provided to the student during the expulsion. A student in high school will reenter school on the first day of the new term closest the completion of the expulsion.
4. Administrative Discretion: While the Anoka-Hennepin School District forbids the possession, use or distribution of weapons by students, the superintendent's designee may use discretion in determining whether, under specific circumstances outlined by district administration and the school board, a course of action other than a referral to the school board for expulsion is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.
5. Elementary school students: Principals in the elementary schools, when disciplining students in grades K-5 for possession of a weapon, as defined in this policy, will suspend the student and determine the intended and actual danger to other students and staff. (Note Expulsion may be recommended.) The principal will inform the student's parents of the disciplinary action. In all cases the student will receive information regarding the danger of weapons.
6. Students with Disabilities:
 - a. Students with disabilities may be suspended for violation of school rules in accordance with state and federal law.

- b. If the student is in violation of the district drug, alcohol policy or has a weapon as defined by federal law is a student with a disability under IDEA or Section 504 of the Rehabilitation Act, the student may be placed in a 45 school day interim alternative placement, the specific placement and services for the student will be consistent with state and federal requirements and are to be determined by the student's IEP Team.
- c. The use of seclusionary time out or restraint of a student with a disability requires development of a behavior plan which meets specific criteria of state and federal law and rule.

F. Search and Seizure

1. School Facilities/School Lockers: While the student has exclusive control over his/her locker, desk, workstation, and other similar assigned areas of school property as against other students, such possession is not exclusive as against the school and its officials. The lockers, desks, work stations, and other similar assigned areas remain the property of the school and, at any time it is deemed necessary, the principal or his/her designee has the authority to conduct a search and confiscate items considered illegal illicit, or disruptive to the educational process or evidence tending to prove a violation of law or a rule of the School District.
2. Students and their Personal Possessions: While the student has exclusive control over his/her property in his/her immediate possession as against other students it is not exclusive as against the school and its officials. When a reasonable suspicion arises that use or possession of a student's property is illegal, illicit, disruptive, or a danger to that student or others, a search may be made of the student's person and/or personal property; including vehicles.
3. Conducting a search
 - a. Before conducting a search, the principal or designee will determine that there is a reasonable suspicion that the search of a student or of a student's personal property will produce evidence that the student has violated or is violating either the law or the rules of the School District.
 - b. The search shall be conducted in a manner, which is reasonably related to the objective of the search and is not excessively intrusive into the student's privacy in light of the age and sex of the student and the nature of the violation. Items considered illegal, illicit, disruptive to the educational process, or evidence tending to prove a violation of law or of a rule of the School District may be confiscated.
4. Procedures to Implement the Policies on Search and Seizure
 - a. Only the building principal or specific designee shall be responsible for determining if a search will be conducted.
 - b. A written record of each search will be kept by the principal or designee on a form provided for this purpose; including the facts upon which a reasonable suspicion rests, location, time, reason for the search and/or seizure, persons present, and disposition of items.
 - c. A search of a student's person or personal property shall be done as discreetly and privately as possible without compromising safety.

- d. Those items considered to be illegal, illicit, disruptive, a general nuisance to the educational process, or evidence tending to prove a violation of a law, or a rule of the District may be seized. The storage, return, or disposition of seized items shall be at the discretion of the principal, subject only to legal impoundment.
- e. Repossession of school property shall not be considered seizure.
- f. The School District retains the authority to patrol school parking lots and inspect the exteriors of automobiles or other motor vehicles on school property. The interiors of vehicles on school property may be inspected and searched when the principal or specific designee has a reasonable suspicion to believe that materials which are illicit, illegal, or disruptive to the education process are contained inside that vehicle.

V. Removal of Students from Class

- A. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class.
- B. Grounds for removal from class shall include any of the following:
 - 1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
 - 2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
 - 3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
 - 4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.
- C. Removal from class is the short-term exclusion of a student from class during which the school retains custody of the student. Students violating the code of student conduct may be removed from class at the discretion of the classroom teacher for the duration of the class or activity period. If the student is to be removed for additional time, this and the conditions for return to class will be determined at a conference between the principal and the teacher. Students removed from class shall be the responsibility of the principal or designee. The principal or designee shall inform the student and the student's parent/guardian of the conditions for returning to class.
- D. If a student's total days of removal from class exceeds ten (10) cumulative days in a school year, the principal or designee shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian prior to removing the student from class. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services.

- E. Parent notification: Parents shall be notified of a violation of the rules and of the resulting disciplinary action. Under unusual circumstances, principals may determine that it is not necessary to notify the parent/guardian.
- F. Modified Learning Program: The short-term modification of a student's program, not to exceed five days per infraction, during which the school district retains custody of the student.
- G. Out of School Suspension:
 - 1. Suspension is the short-term exclusion, not to exceed five days (unless the student presents a danger to themselves or others) per infraction of the student from school during which the school is relieved of the custody of the child. If the suspension is longer than five days, the suspending administrator must provide the superintendent or designee with a reason for the longer suspension. A suspension may not extend beyond fifteen days. Upon the sixth day of a suspension an alternative form of education must be presented to the child, i.e. supervise homework.
 - 2. Suspensions shall be utilized in accord with the Pupil Fair Dismissal Act and with Anoka-Hennepin School District policy.
- H. Exclusion and Expulsion
 - 1. Exclusion is an action taken by the School Board to prevent enrollment or reenrollment of a student for a period that shall not extend beyond a school year.
 - 2. Expulsion is an action taken by the School Board to prohibit an enrolled student from further attendance for a period of time that shall not extend beyond one calendar year from the date the child is suspended for the expellable offense.
 - 3. Exclusion and expulsion shall be utilized in accordance with the Pupil Fair Dismissal Act and Anoka-Hennepin School District policy.

VI. SUMMER SCHOOL

- A. Summer school is not a state or federally mandated program, and students are not required to attend. Anoka-Hennepin Independent School District No. 11 has rules and regulations regarding the granting of credit for courses taken during the summer school; essentially these regulations state that participants must make up every day of absence from summer school in order to complete the necessary minimum number of hours for course credit. Excessive absence could result in a student being dismissed from a summer school credit course.
- B. Parents and students should be aware that summer school also differs from the regular school year in that alternative programs are not provided for students who exhibit attendance and/or behavior problems. Students will be dropped from summer school for violations of the student code of conduct.
- C. Anoka-Hennepin School District No. 11 recognizes its obligations to provide students the elements of due process. Due process is the implementation of procedures which when adhered to guarantees the protection of equal rights. Before a student is dropped from summer school, the appropriate due process components will be followed.
- D. The Anoka-Hennepin School District's discipline policy applies to summer school.

VII. COMMUNICATION/DISTRIBUTION OF POLICY

- A. Publication: This policy shall be published and distributed annually for all students utilizing one or more of the following methods: publication in a student handbook; publication in a principal's newsletter to parents with the request that the parent discuss the policy with the student; publication in pamphlet form to be distributed; and/or publication in a district wide mailing to parents.
- B. Building-level Supplement: The building principal may supplement this policy with rules and regulations for a particular building. However, no such rule or regulation shall be inconsistent with School Board policy.
- C. Dissemination to Students: This policy and supplemental building rules and regulations shall be reviewed with students in classrooms at the beginning of each school year.
- D. Annual Review: The principal and representative staff and students in each school building shall confer at least annually to review the discipline policy and to assess whether the policy is appropriate and has been enforced. Any recommended changes shall be forwarded to the Superintendent for review.

Anoka-Hennepin District No. 11
 Coon Rapids, MN 55433
 Adopted June 11, 1984
 Revised March 11, 1991
 Revised July 12, 1993
 Revised August 14, 1995
 Revised August 11, 1997
 Revised August 13, 2001
 Revised July 28, 2003
 Revised June 27, 2005
 Revised July 10, 2006
 Revised July 09, 2012

STUDENT THREATS TO STAFF: DISCIPLINE PROCEDURES

1. The student will be suspended immediately upon being identified and the parents/guardians informed. If security is an immediate consideration, in-school suspension, or immediate referral to the policy may be implemented.
2. The Principal or designee will investigate the incident to determine the content of the threat, who is involved, the circumstances under which the threat was made, and the potential seriousness of the threat.
3. The Principal will inform the staff member of the availability of the police liaison officer, the city police or the county sheriff as a resource.
4. At the conclusion of the investigation the following may occur:
 - A. If the staff member agrees, a meeting will be held with the student and his/her parents, the administrator and any other appropriate staff from the building or district. The student will be asked to explain the behavior toward the staff member, and will be given the opportunity to apologize. The staff member will have the opportunity to speak to the student and parents about the threat.

The outcome of this meeting will be taken into consideration when the conditions for the student's return to school, and the consequences for the behavior (listed in #5 and #6) are determined by the principal with input from the staff member who was threatened.

- B. The student and staff member will not meet; the suspension of the student will remain in effect, the principal will inform the parent/guardian of the outcome of the investigation by telephone or at a meeting, and any of the options in #5 and/or #6 may be implemented.
5. The consequences for the student may include:
 - A. A suspension for 1-10 days,
 - B. Agreed upon restitution or community service,
 - C. A transfer to another building within the District,
 - D. A recommendation for expulsion from the District,
 - E. Charges may be filed with the police or sheriff's department.
6. The readmission plan at the home building, or the building to which the student is transferred, may include:
 - A. A psychological evaluation by an outside agency,

- B. A meeting with the student, parent/guardian, counselor/dean/SSA, prevention advisor, principal and/or other appropriate staff,
- C. A change of schedule for the secondary student,
- D. An agreement that the student join a support group or activity.

Anoka-Hennepin School District No. 11
Coon Rapids, MN
Adopted December 14, 1998

USE OF LAW ENFORCEMENT OFFICERS AND/OR APPROPRIATE SCHOOL PERSONNEL
TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS

GENERAL STATEMENT OF POLICY

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

Therefore it is the policy of the Anoka-Hennepin School district that any student, inclusive of a student with an IEP, who engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school by appropriate school personnel and/or a law enforcement officer in accordance with state statutes regarding use of reasonable force.

Anoka-Hennepin School District No. 11
Coon Rapids, MN 55433
Adopted: June 28, 2004

ENROLLMENT OPTIONS POLICY
(Policy will go into effect on January 26, 2006)

Attendance Area Enrollment Options

Students are automatically enrolled in the school that is designated for the attendance area where his/her parent or legal guardian resides. The District of Residence for students of parents who are divorced, legally separated or residing separately, who have joint physical custody, is designated by the students' parents. Students who reside within the boundaries of Anoka-Hennepin Independent School District No. 11 will be permitted to attend the schools of said district tuition free.

A student is considered a legal resident if they:

- are receiving their personal care, supervision and nurturing, emotional and financial support, such as is usually provided in a home, rather than for educational purposes.
- reside within the legal boundaries of the school district.
- are from age five on or before September 1 through completion of high school, but not beyond the twenty-first birthday except for students with disabilities.
- are from birth through completion of high school, but not beyond September 1 after the twenty-second birthday for students with disabilities.

If the residence of the parent or legal guardian changes from one District 11 attendance area to another during the school year, the student may remain enrolled in the same school until completion of the current school year. They are not eligible to return for the following school year.

High School. If the change in residence occurs after the student has completed the 10th grade year, the student may continue enrollment in the same school under Continued Enrollment of 11th and 12th Grade Students enrollment options (M.S. 124D.08, Subd 3).

Middle School. If the change in residence occurs after the student has completed the 7th grade year, the student may continue enrollment in the same school for completion of grade 8. They must attend the boundary assigned high school.

Elementary School. If the change in residence occurs after two consecutive years at the school and the student has remained with the same daycare provider while at that school, the student will be allowed to remain in that school until fifth grade.

If the attendance area is changed due to the boundary change process, exceptions to this policy may be made at the discretion of the School Board.

At any point where the residence area and assigned boundary area do not match, transportation of the student becomes the responsibility of the parent, guardian, or student. If space is available on a bus traveling to the school, the student may be picked up at a scheduled stop and ride this bus to the school, with corresponding transportation fees in effect.

A full-time employee who is a resident of the District may elect to have his/her children attend the school where they are assigned, coach or advise co-curricular activities.

When new residential building plats are approved by a city in the attendance area of a school that is currently at or near capacity, the Superintendent may recommend to the School Board a

change in the attendance area boundary for all or part of the plat to that of an attendance area of a school that can accommodate an increased enrollment. The School Board may adopt the new attendance boundary without conducting a boundary change process. Students living in existing residences in the newly platted area will be allowed to complete their experience at that school and will not be required to change schools.

Exceptions - Student Transfer Request

A student may be eligible to transfer from his/her attendance area to a school in another attendance area if it is the judgment of the Superintendent that the welfare of the student may be better served. Transfer is to be made only by completion of a formal application to the Principal of the school within the boundary area whose school a student is scheduled to attend. The two principals involved shall review the application to determine if the transfer is in the best educational interest of the student.

One of the following conditions must be met:

1. Attendance at a particular school may cause health problems for the student (mental or physical). A physician's statement regarding such problems shall accompany the request for transfer.
2. The student has educational needs which will not be met at a particular school. These needs should be identified, documented and an explanation made as to how the transfer will aid the student adjustment.

The following conditions must be met before a transfer may be considered:

1. Transportation of the student shall be the responsibility of the parent, guardian, or student. If space is available on a bus traveling to the school, the student may be picked up at a scheduled stop and ride this bus to the school, with corresponding transportation fees in effect.
2. Students will be allowed to transfer to another school only if space is available.
3. Students who transfer between schools shall meet the requirements of the Minnesota State High School League transfer rules.

Open Enrollment Options

Open Enrollment Defined

All Non-resident Kindergarten through twelfth grade students and Pre K students with disabilities (ECSE) may apply to attend an Anoka-Hennepin school (MS 124D.03).

Non-Resident Agreement Defined

- Agreement Between School Boards. MS 124D.08, Subd 1-2. School district may waive the open enrollment timelines and accept non-resident students for enrollment on a one year basis.
- Continued Enrollment of 11th and 12 Grade Students. MS 124D.08, Subd 3. Students who have completed grade 10 in Anoka-Hennepin may be accepted for continuation of grades 11 and 12.
- High School Graduation Incentives. MS 124D.68. Non-resident students enrolling in a State approved Alternative Learning Center.

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, class, grade level, or school building as established by school board resolution and provided that:
 1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
 2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with [Minn. Stat. 124D.03](#).
 3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.
- B. Application. The student and parent or guardian must complete and submit an Application for Enrollment School District Enrollment Options Program developed by the Minnesota Department of Education.
 1. The application window is December 1, to January 15, for enrollment the following school year. Applications must be postmarked by midnight January 15, to be eligible for consideration.
 2. Assignments to schools will be made by February 15 and resident school districts will be notified by March 15.
 3. Parents/guardians must confirm the intent to enroll by March 1. This obligates the student to attend the new school for one year. Once enrolled, the pupil may remain enrolled in the district and is not required to submit annual or periodic applications.
- C. Approval/Disapproval
 1. When the maximum number of applications exceeds the established maximum, approvals will be approved by random lot.
- D. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an Application for open enrollment:
 1. previous academic achievement of a student;
 2. athletic or extracurricular ability of a student;
 3. disabling conditions of a student;
 4. a student's proficiency in the English language;
 5. the student's district of residence; or
 6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F of this policy.
- E. Standards that may be used for rejection of application:

1. In addition to the provisions of Paragraph IIA, the school district may refuse to allow a pupil who is expelled under [Section 121A.45](#) to enroll during the term of the expulsion if the student was expelled for:
 - a. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, at school or a school function;
 - b. possessing or using an illegal drug at school or a school function;
 - c. or soliciting the sale of a controlled substance while at school or a school function; or
 - d. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.
2. Administrator's initial determination. If a school district administrator knows or has Could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent or his designee with a recommendation of whether exclusion proceedings should be initiated.
3. Superintendent's review. The superintendent or his designee may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to [Minn. Stat. 124D.03](#) or [124D.08](#) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under [Minn. Ch. 260A](#), and the student's case has been referred to juvenile court. A "habitual truant" is a child under 16 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school or high school, or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under [Minn. Stat. 120A.22](#), Subd. 8.
2. The school district may also terminate the enrollment of a nonresident student over 16 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under [Minn. Stat. 120A.22](#), Subd. 8.

In-District Transfer Enrollment Options

In-District Transfer Defined

Enrollment for a student who is a legal resident of the Anoka-Hennepin School District in a school building other than the building assigned by district attendance boundaries.

I. PURPOSE

The school district desires to provide In-District Transfer enrollment options. It is the purpose of this policy to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

A. Eligibility. Applications for enrollment under the In-District Transfer option will be approved provided that acceptance of the application will not exceed the capacity of a program, class, grade level, or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
2. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school in the district.

B. Application. The student and parent or guardian must complete and submit an Application for In-District Transfer.

1. The application window is December 1, to January 15, for enrollment the following for consideration.
2. Assignments to schools will be made by February 15 and schools will be notified by March 15.
3. Parents/guardians must confirm the intent to enroll by March 1. This obligates the student to attend the new school for one year.

C. Approval/Disapproval

1. When the maximum number of applications exceeds the established maximum, approvals will be made by random lot.

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

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;

E. Standards that may be used for rejection of application:

1. In addition to the provisions of Paragraph IIA, the school district may refuse to allow a pupil who is expelled under **Section 121A.45** to enroll during the term of the expulsion if the student was expelled for:
 - a. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, at school or a school function;
 - b. possessing or using an illegal drug at school or a school function;

- c. or soliciting the sale of a controlled substance while at school or a school function; or
- d. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.
- e. student's discipline history.

F. Termination of Enrollment

1. The school district may require the In-District Transfer student to return to their attendance area assigned school at the end of the school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under **Minn. Ch. 260A**, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 16 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school or high school, or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under **Minn. Stat. 120A.22**, Subd. 8.
2. The school district may also terminate the In-District Transfer enrollment of a student over 16 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under **Minn. Stat. 120A.22**, Subd. 8.

Anoka-Hennepin School Dist. No. 11
 Coon Rapids, MN 55433
 Adopted: November 14, 2005

FEES - MINNESOTA PUBLIC SCHOOL FEE LAW
(Minnesota Statutes)

123B.35 GENERAL POLICY.

It is the policy of the State of Minnesota that public school education shall be free and no pupil shall be denied an education because of economic inability to furnish educational books and supplies necessary to complete educational requirements necessary for graduation. Any practice leading to suspension, coercion, exclusion, withholding of grades or diplomas, or discriminatory action based upon nonpayment of fees denies pupils their right to equal protection and entitled privileges. It is recognized that school boards do have the right to accept voluntary contributions, to make certain charges and to establish fees in areas considered extra curricular, noncurricular or supplementary to the requirements for the successful completion of a class or educational program, and to waive those fees under certain circumstances. No public school board may require, except as authorized by sections 123B.36 and 123B.38, the payment of fees.

123B.36 AUTHORIZED FEES.

Subdivision 1. **School boards may require fees.**

(a) For purposes of this subdivision, "home school" means a home school as defined in sections 120A.22 and 120A.24 with five or fewer students receiving instruction.

(b) A school board is authorized to require payment of fees in the following areas:

(1) in any program where the resultant product, in excess of minimum requirements and at the pupil's option, becomes the personal property of the pupil;

(2) admission fees or charges for extracurricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity is the same for all students, regardless of whether the student is enrolled in a public or a home school;

(3) a security deposit for the return of materials, supplies, or equipment;

(4) personal physical education and athletic equipment and apparel, although any pupil may personally provide it if it meets reasonable requirements and standards relating to health and safety established by the board;

(5) items of personal use or products that a student has an option to purchase such as student publications, class rings, annuals, and graduation announcements;

(6) fees specifically permitted by any other statute, including but not limited to section 171.05, subdivision 2; provided (i) driver education fees do not exceed the actual cost to the school and school district of providing driver education, and (ii) the driver education courses are open to enrollment to persons between the ages of 15 and 18 who reside or attend school in the school district;

(7) field trips considered supplementary to a district educational program;

(8) any authorized voluntary student health and accident benefit plan;

(9) for the use of musical instruments owned or rented by the district, a reasonable rental fee not to exceed either the rental cost to the district or the annual depreciation plus the actual annual maintenance cost for each instrument;

(10) transportation of pupils to and from extracurricular activities conducted at locations other than school, where attendance is optional;

(11) transportation to and from school of pupils living within two miles from school and

all other transportation services not required by law. If a district charges fees for transportation of pupils, it must establish guidelines for that transportation to ensure that no pupil is denied transportation solely because of inability to pay;

(12) motorcycle classroom education courses conducted outside of regular school hours; provided the charge must not exceed the actual cost of these courses to the school district;

(13) transportation to and from postsecondary institutions for pupils enrolled under the postsecondary enrollment options program under section 123B.88, subdivision 22. Fees collected for this service must be reasonable and must be used to reduce the cost of operating the route. Families who qualify for mileage reimbursement under section 124D.09, subdivision 22, may use their state mileage reimbursement to pay this fee. If no fee is charged, districts must allocate costs based on the number of pupils riding the route.

Subd. 2. **Students to furnish certain items.** Students may be required to furnish personal or consumable items including pencils, paper, pens, erasers and notebooks.

Subd. 3. **Students to provide for certain transportation.** Students may be required to furnish their own transportation to and from an instructional community-based employment station that is part of an approved occupational experience secondary vocational program. As an alternative, a board may require the payment of reasonable fees for transportation to and from these instructional community-based employment stations. This subdivision only applies to students who receive remuneration for their participation in these programs.

Subd. 4. **School uniforms.** Notwithstanding section 123B.37, a board may require students to furnish or purchase clothing that constitutes a school uniform if the board has adopted a uniform requirement or program for the student's school. In adopting a uniform requirement, the board shall promote student, staff, parent, and community involvement in the program and account for the financial ability of students to purchase uniforms.

Subd. 5. **School store permitted.** Sections 123B.34 to 123B.39 may not preclude the operation of a school store where pupils may purchase school supplies and materials.

Subd. 6. **Waiver of student fees.**

(a) A board may waive any deposit or fee for any pupil whose parent is serving in, or within the past year has served in, active military service as defined under section 190.05.

(b) A board may waive any deposit or fee if any pupil or the pupil's parent or guardian is unable to pay it.

123B.37 PROHIBITED FEES.

Subdivision 1. **Boards shall not charge certain fees.**

(a) A board is not authorized to charge fees in the following areas:

(1) textbooks, workbooks, art materials, laboratory supplies, towels;

(2) supplies necessary for participation in any instructional course except as authorized in sections 123B.36 and 123B.38;

(3) field trips that are required as a part of a basic education program or course;

(4) graduation caps, gowns, any specific form of dress necessary for any educational program, and diplomas;

(5) instructional costs for necessary school personnel employed in any course or educational program required for graduation;

(6) library books required to be utilized for any educational course or program;

(7) admission fees, dues, or fees for any activity the pupil is required to attend;

(8) any admission or examination cost for any required educational course or program;

(9) locker rentals;

(10) transportation to and from school of pupils living two miles or more from school.

(b) Notwithstanding paragraph (a), clauses (1) and (6), a board may charge fees for textbooks, workbooks, and library books, lost or destroyed by students. The board must annually notify parents or guardians and students about its policy to charge a fee under this paragraph.

Subd. 2. **Boards shall not withhold grades or diplomas for nonpayment of student fees.** No pupil's rights or privileges, including the receipt of grades or diplomas may be denied or abridged for nonpayment of fees; but this provision does not prohibit a district from maintaining any action provided by law for the collection of fees authorized by sections 123B.36 and 123B.38.

Anoka-Hennepin District No. 11

Anoka, MN 55303

Revised January, 1991

Revised November 18, 2013

SCHOOL ACTIVITIES

I. PURPOSE

The purpose of this policy is to impart to students, employees and the community the school district's policy related to the student activity program.

II. GENERAL STATEMENT OF POLICY

School activities provide additional opportunities for students to pursue special interests that contribute to their physical, mental and emotional well-being. They are of secondary importance in relationship to the formal instructional program; however, they complement the instructional program in providing students with additional opportunities for growth and development.

III. RESPONSIBILITY

- A. The school board expects all students who participate in school sponsored activities to represent the school and community in a responsible manner. All rules pertaining to student conduct and student discipline extend to school activities.
- B. The school board expects all spectators at school sponsored activities, including parents, employees, and other members of the public, to behave in an appropriate manner at those activities. Students and employees may be subject to discipline and parents and other spectators may be subject to sanctions for engaging in misbehavior or inappropriate, illegal or unsportsmanlike behavior at these activities or events.
- C. It shall be the responsibility of the superintendent or designee to disseminate information needed to inform students, parents, staff and the community of the opportunities available within the school activity program and the rules of participation.
- D. Those students who participate in Minnesota State High School League (MSHSL) activities must also abide by the league rules. It shall be the responsibility of those employees who conduct MSHSL activities to familiarize students and parents with all applicable rules, penalties, and opportunities.
- E. The superintendent or designee shall be responsible for conducting periodic evaluations of school activity programs and presenting the results and any recommendations to the school board.

Anoka-Hennepin School Dist. No. 11
 Anoka, MN 55303
 Adopted: January 28, 2013

**ATHLETICS: SEVENTH AND EIGHTH GRADE STUDENT PARTICIPATION
IN HIGH SCHOOL ATHLETICS SCHOOL BOARD POLICY**

The School Board for the Anoka-Hennepin District #11 believes that with few exceptions, high school athletic teams should be made up of high school students. Every attempt will be made by coaches to recruit high school students for participation in activities. However, there are situations where 7th and 8th grade students will be allowed to participate on high school athletic teams to guarantee the viability of offering the activity or ensure the health and safety of individual team members.

Category 1: 7th or 8th grade participation is rarely allowed for the following athletic teams because of high numbers of high school participants:

Football
Volleyball
Boys Hockey
Boys Basketball
Girls Basketball
Baseball
Dance Team
Boys Golf
Boys Lacrosse

If high school participation numbers fall to a level that impacts the viability of offering a Category 1 activity, consideration will be given to placing the activity in Category 2. Category 1 activities may be moved to Category 2 with and only with unanimous consent of the District Activities Directors, the Associate Superintendent and notification of the School Board. In very limited circumstances an acceleration request will be considered. A high school student who wishes to limit their level of competition (junior varsity, B-Squad, exhibition) may do so by submitting a request in writing to the coach or activities director. The request should include a parent signature.

Category 2: Limited 7th and 8th graders may participate at the lowest level of high school competition to guarantee viability of an activity. The expectation will be that the lowest level of high school competition must have at least 50% of its roster filled by high school students. If, due to roster size, the number of 7th and 8th grade students is limited, try outs will be held to fill out the squad. Participation of any 7th or 8th grade student is not allowed if it is necessary to cut a high school student from the team. Category 2 activities are listed below:

Boys Soccer
Girls Soccer
Softball
Girls Golf

In limited circumstances an acceleration request will be considered. A high school student who wishes to limit their level of competition (junior varsity, B-Squad, exhibition) may do so by submitting a request in writing to the coach or activities director. The request should include a parent signature.

Category 3: 7th and 8th grade students may participate on high school teams if, and only if, no high school athlete is cut or denied from competing at the varsity level due to the

presence of a 7th or 8th grade student. Category 3 activities are listed below:

Wrestling (four lowest weight classes, if necessary)

Boys Swimming

Girls Swimming

Girls Tennis

Boys Tennis

Cross Country Running

Track

Alpine Skiing

Nordic Skiing

Adapted Athletics

Gymnastics

Girls Hockey

Girls Lacrosse

In limited circumstances an acceleration request will be considered. A high school student who wishes to limit their level of competition (junior varsity, B-Squad, exhibition) may do so by submitting a request in writing to the coach or activities director. The request should include a parent signature.

The following conditions apply to the 7th and 8th grade athlete:

- a. 7th and 8th grade students who participate in a high school program will not be permitted to leave his/her school of attendance prior to the established dismissal time for practice purposes.
- b. The student's schedule will not be changed to include a study hall the last period of the school day.
- c. Dismissal for participation in regularly scheduled contests will be permitted when necessary.
- d. Transportation from the 7th or 8th grader's school to the high school for practice and scheduled contests will be the responsibility of the parent or legal guardian.
- e. All fee requirements of the high school program will be applicable.
- f. All Minnesota State High School League rules will be in place for the 7th and 8th grade student.
- g. 7th and 8th grade students will be eligible to compete only for the high school of their respective attendance area.
- h. Participation by a 7th or 8th grader on a high school team does not imply placement in that high school for the purposes of district policies or state law including but not limited to internal transfer, Open Enrollment, Charter Schools, Magnet Schools, Online Learning or State-Approved Alternative Programs.

Acceleration Policy

The Board recognizes that in addition to consideration of team viability, the Board will also provide limited opportunity for middle school students to participate on a varsity level team where their skill level, based on objective factors, benefits the team as a whole and provides for a positive experience for other members of the team. Parents may talk with the school's Activity Director to learn more about the philosophy of ISD #11 athletics and activities and the process for acceleration. It should be understood that few such requests will be honored and that a team of five district administrators, representing all five high schools and three school board members must unanimously approve these requests. The committee shall document and retain the rationale and reasons for its decisions to ensure fair, uniform, and consistent decision making. When participation by a middle school student on a high school team occurs, a high school student impacted by this move must be assured a roster position on the regular season varsity or junior varsity team.

In adherence to MSHSL rules, any Middle School student granted permission to compete at the Varsity level is eligible to do so only at the High School which is considered their "public school district attendance area." This policy follows current MSHSL rules/policies. Any determinations made are for the given season/school year and are no guarantee for subsequent years.

The Activity Director at each high school will provide an annual report of 7th and 8th grade participation in each activity to their building Principal, Superintendent and School Board on a yearly basis.

Anoka-Hennepin School District No. 11

Anoka, MN 55303

Adopted: February 14, 1993

Revised: August 25, 1993

Revised: November 27, 2000

Revised: February 23, 2004

Revised: March 24, 2008

Revised: September 9, 2013

Revised: September 22, 2014

2014-2015

Extracurricular Eligibility Information Bulletin



Andover Anoka

Blaine

Coon Rapids

Champlin Park



ANOKA-HENNEPIN
SCHOOLS
A future without limit

ANOKA-HENNEPIN PARTICIPATION FEES

2014-2015

Fall

Cross Country Running
\$250.00

Football
\$290.00

Girls' Swimming
\$280.00

Girls' Tennis
\$240.00

Soccer
\$240.00

Volleyball
\$270.00

Adapted Soccer
\$100.00

Dance Team
\$220.00

Cheerleading
\$240.00

Marching Band
\$240.00

Debate
\$100.00

Strength Training
2 days/wk - \$40.00
3 days/wk - \$60.00

Winter

Basketball
\$340.00

Boys' Swimming
\$280.00

Nordic Skiing
\$280.00

Gymnastics
\$290.00

Hockey
\$320.00

Alpine Skiing
\$280.00

Wrestling
\$290.00

Adapted Floor Hockey
\$100.00

Comp. Dance Team
\$310.00

Cheerleading
\$240.00

Speech
\$100.00

One Act Play
\$50.00

Spring

Baseball
\$280.00

Boys' Tennis
\$240.00

Golf
\$280.00

Softball
\$280.00

Track
\$280.00

Adapted Softball
\$100.00

Adapted Bowling
\$100.00

Lacrosse
\$280.00

Please Note:

2014-2015 Admission Prices

Students - \$4.00
Adults - \$6.00

Football

Students - \$6.00
Adults - \$8.00

Other Activities

Drama: \$100.00 per theater production

Summer Marching Band: 1-3 parades \$50.00, 4-6 parades \$100.00, more than 6 parades \$150.00

A participation fee will be waived if participant qualifies for Free Lunch through the Anoka-Hennepin Child Nutrition Services.

Participant must present the Free Lunch eligibility letter, (received from Child Nutrition Services), when registering for an activity. Reduced lunch participants will pay 50% of the participation fee, and must present the letter of eligibility.

Family Max: Families of the same address will not be required to pay more than \$850/year in high school athletic and fine arts participation fees. Families are responsible for monitoring their "Family Max" eligibility. Individual student maximum is \$650/year.

Participants of an activity have ten (10) days from the 1st day of practice (or the participants' sign-up date if later than start date) to resign from the activity and receive a refund for the activity.

* Attention to all possible Division I or II Athletes: If you are thinking of attending a NCAA Division I or II college or university, you must register with the NCAA Clearinghouse. Information is available from your counselor, in your career center, with your guidance counselor or on line (ncaaclearinghouse.net).



2014-2015

ATHLETIC ELIGIBILITY BROCHURE

Students: Your participation in high school activities is dependent on your eligibility. PROTECT that eligibility by reviewing with your parent(s)/guardian(s) this summary of Minnesota State High School League rules which govern your participation. Complete regulations are found in the MSHSL Official Handbook which is available at each member high school and which is also posted on the MSHSL Web site: www.mshsl.org. Please keep this brochure for reference, and if there is a question about any rule interpretation, **CONTACT YOUR SCHOOL PRINCIPAL OR ATHLETIC/ACTIVITIES DIRECTOR.**

I understand that once I sign the eligibility statement all eligibility rules apply:

- Twelve (12) months of the year;
- Whether I am currently participating or not;
- Continuously from the first signing of the statement.

Parents/Guardians: REVIEW the following rules with your son or daughter. Your role in stressing the value of following these rules cannot be overstated.

GENERAL STUDENT ELIGIBILITY CHECKLIST (must be completed by all students)

(If you cannot check all 7 items, see your athletic/activities director or principal)

- ☐ 1. Making academic progress toward graduation.
- ☐ 2. Will not have turned 21 before the start of the season in which I participate.
- ☐ 3. Have not dropped out of school or repeated a grade while in high school.
- ☐ 4. Have not and will not use or possess tobacco or alcoholic beverages, use, consume, have in possession, buy, sell or give away any other controlled substance, including steroids, or drug paraphernalia.
- ☐ 5. Have not and will not violate the racial/religious/sexual harassment/violence/and hazing bylaws of the MSHSL.
- ☐ 6. I agree to fully cooperate in any investigation honestly and truthfully.
- ☐ 7. Regardless of my age I agree to follow all of the MSHSL Bylaws in order to be eligible to represent my school in League-sponsored activities.
- ☐ 8. **Both the student and parent have reviewed the concussion management information contained in the Eligibility Brochure and found on the following website: www.cdc.gov/concussion**

ATHLETIC ELIGIBILITY CHECKLIST (must be completed by all athletes)

(If you cannot check all 5 items, see your athletic/activities director or principal)

- ☐ 1. Physical exam within the last three (3) years on file with the school.
- ☐ 2. Have not transferred schools.
- ☐ 3. Will not participate in more than six (6) seasons in any sport in grades 7-12.
- ☐ 4. Have not accepted cash in any amount or merchandise valued at more than \$100 for participating in a sport.
- ☐ 5. Have not and will not compete in non-school events in my sport after reporting for the school team.

INFORMED CONSENT: By its nature, participation in interscholastic athletics includes risk of injury and the transmission of infectious diseases such as HIV, Hepatitis B, herpes and others. Although serious injuries are not common and the risk of HIV transmission is almost nonexistent in supervised school athletic programs, it is impossible to eliminate all risk. Participants have the responsibility to help reduce that risk. Participants must obey all safety rules, report all physical and hygiene problems to their coaches, follow a proper conditioning program, and inspect their own equipment daily.

GENERAL RULES

1. ***ACADEMIC** — (Credit Requirement) To be eligible, a student must be making satisfactory progress toward the school's requirement for graduation.
2. ***AGE** — A student who turns 20 during the 11th or 12th semester since first entering the 7th grade shall be allowed to participate through the completion of the 12th semester. Adapted athletes are eligible to participate until their 22nd birthday, provided they meet all other eligibility requirements.
3. ***AMATEUR STATUS** — A student must be an amateur in that sport. A student may not receive cash or merchandise for athletic participation. A student does not lose her/his amateur status because of reimbursement for officiating, instructing, teaching or coaching a sport.
4. ***AWARDS** — Acceptable awards to students in recognition of participation in high school activities include medals, ribbons, letters, trophies, plaques and other items of little or no intrinsic value (\$100.00 or less). Violation will render a student ineligible for participation in that activity.
5. ***ENROLLMENT, ATTENDANCE, AND REQUIRED SUBJECT LOAD** — Students must be fully enrolled in (as defined by the Minnesota Department of Education) and attending the school before they are eligible to represent that school in MSHSL sponsored activities. Students must be properly registered, attending school and classes regularly. Students must be on track to meet the school's graduation requirements in six years (12 consecutive semesters) beginning with the first day of attendance in the 7th grade.
6. ***FOREIGN EXCHANGE STUDENTS** — Approved Foreign Exchange Students are limited to 1 calendar year of high school eligibility beginning with their 1st date of enrollment and attendance. **INTERNATIONAL STUDENTS** — students not participating in a CSIET approved foreign exchange program are eligible only at the B-squad or JV level for one calendar year.
7. ***GENERAL ELIGIBILITY** — In order to be eligible for regular season and MSHSL tournament competition, a student must be fully enrolled as defined by the Minnesota Department of Education and a bona fide member of his or her high school in good standing. A student who is under penalty of exclusion, expulsion or suspension, whose character or conduct violates the Student Code of Responsibilities and is not in good standing, shall be ineligible for a period of time as determined by the principal.

Student Code of Responsibilities

As a student participating in my school's interscholastic activities, I understand and accept the following responsibilities:

1. I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
2. I will be fully responsible for my own actions and the consequences of my actions
3. I will respect the property of others.
4. I will respect and obey the rules of my school and the laws of my community, state and country.
5. I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state and country.

A student ejected from a contest shall be ineligible for the next regularly scheduled game or meet at that level of competition and all other games or meets in the interim at any level of competition, for the first ejection. All subsequent ejections shall result in ineligibility for four (4) regularly scheduled games or meets.

8. ***SEASONS OF PARTICIPATION** — No student may participate in more than six (6) seasons in any sport while enrolled in grades 7-12, semesters 1-12 inclusive.
9. ***SEMESTERS IN HIGH SCHOOL** — A student shall not participate in an interscholastic contest after the student's twelfth semester in grades 7-12 inclusive. All twelve semesters shall be consecutive, beginning in the 7th grade.
10. ***JUNIOR HIGH/MIDDLE SCHOOL PARTICIPATION** — Participation in high school interscholastic programs is limited to students in grades 7-12 inclusive. Students in grade 7, 8 and 9 may participate if enrolled in the regular continuation school for the educational unit and if all other eligibility requirements of the League have been met. Elementary students in grades 1-6 are not eligible for participation in any MSHSL-sponsored activity; B-squad, junior varsity or varsity level.
11. ***GRADUATE** — Students who have graduated from a secondary school, or who have completed the terminal or final grade of a secondary school, or who have earned a GED or diploma are not eligible for participation in any League activity. A student who graduates while a member of a team with a season in progress may complete the season if three or fewer weeks of the regular season, exclusive of League tournament play, remain.
12. ***MOOD-ALTERING CHEMICALS**

A. Bylaw

Twelve (12) months of the year, a student shall not at any time, regardless of the quantity: (1) use or consume, have in possession a beverage containing alcohol; (2) use or consume, have in possession tobacco; e-cigarette devices or paraphernalia, or (3) use or consume, have in possession, buy, sell, or give away any other controlled substance or drug paraphernalia. (4) or participate in or attend an unlawful event that may or may not include the consumption of alcohol by minors or other violation(s) of the criminal code.

1. The bylaw applies continuously from the first signing of the student Eligibility Brochure.
2. It is not a violation for a student to be in possession of a controlled substance specifically prescribed for the student's own use by her/his doctor.

B. Penalty:

1. First Violation: After confirmation of the first violation, the student shall lose eligibility for the next two (2) consecutive interscholastic contests or two (2) weeks of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.
2. Second Violation: After confirmation of the second violation, the student shall lose eligibility for the next six (6) consecutive interscholastic contests in which the student is a participant or three (3) weeks, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.
3. Third and Subsequent Violations: After confirmation of the third or subsequent violations, the student shall lose eligibility for the next twelve (12) consecutive interscholastic contests in which the student is a participant or four (4) weeks, whichever is greater. If after the third or subsequent violations, the student has been assessed to be chemically dependent and the student on her/his own volition becomes a participant in a chemical dependency program or treatment program, then the student may be certified for reinstatement in MSHSL activities after a minimum period of six (6) weeks. Such certification must be issued by the director or a counselor of a chemical dependency treatment center.
4. Penalties are progressive and consecutive.

5. **Denial Disqualification:** A student shall be disqualified from all inter-scholastic athletics for nine (9) additional weeks beyond the student's original period of ineligibility when the student denies violation of the rule, is allowed to participate and then is subsequently found guilty of the violation.

C. Penalties for Category II Activities

Definition - Category II Activities: Those League-sponsored activities in which a member school does not have a schedule of interscholastic contests, exclusive of League-sponsored tournaments.

Fine Arts Activities

1. Speech activities including One Act Play when a school schedules no interscholastic contests and participates only in the League-sponsored tournament series.
2. Music Activities.
3. Visual Arts Activities.

Each member school shall develop penalties which it will apply to the participants in these activities. A copy of the member school's policy shall be filed in the principal's office.

13. *SEXUAL/RACIAL/RELIGIOUS HARASSMENT/ VIOLENCE and HAZING

A. Reference Bylaw 209.00:

A student shall not engage in the sexual, racial, religious harassment, violence or hazing during the school year or any portion of an activity season that occurs prior to the start of the school year or after the close of the school year.

B. Reporting Procedures:

1. Any person who believes he or she has been the victim of sexual, racial, religious harassment, violence or hazing or any person with knowledge or belief of conduct, which may constitute hazing, shall report the alleged acts immediately to an appropriate school district official designated by this policy.
2. The building principal is the person responsible for receiving reports of sexual, racial, religious harassment, violence or hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
3. Teachers, administrators, officials, volunteers, and employees of the school district shall be particularly alert to possible situations, circumstances or events which might include sexual, racial, religious harassment, violence or hazing. Any such person who receives a report of, observes, or had other knowledge or belief of conduct, which may constitute sexual, racial, religious harassment, violence or hazing, shall inform the building principal immediately.
4. Submission of a good faith complaint or report of sexual, racial, religious harassment, violence or hazing will not affect the complainant or reporter's future employment, grades or work assignments.

C. Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, coach, official contractor or employee of the school district who retaliates against any person who makes a good faith report of alleged sexual, racial, religious harassment, violence or hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such sexual, racial, religious harassment, violence or hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

D. Penalties for Category I Activities:

1. First Violation: the student shall lose eligibility for the next two (2) consecutive interscholastic contests or two (2) weeks, 14 calendar days, of a season in which the student is a participant, whichever is greater. *Recommendations: 1) It is recommended that the school develop a local education program through which the student would receive information about sexual, racial, religious harassment, violence or hazing. 2) It is recommended that, when appropriate, the school refer a student to a community agency or a professional individual outside the school for counseling.*
2. Second Violation: the student shall lose eligibility for the next six (6) consecutive interscholastic contests or three (3) weeks, 21 calendar days, whichever is greater, in which the student is a participant. *Recommendation: It is recommended that before being re-admitted to activities following suspension for the second violation, the student shall show evidence in writing that the student has received counseling from a community agency or professional individual such as a school counselor, medical doctor, psychiatrist, or psychologist.*
3. Third or Subsequent Violations: the student shall lose eligibility for the next twelve (12) consecutive interscholastic contests or four (4) weeks, 28 calendar days, whichever is greater, in which the student is a participant.
4. Penalties are progressive and consecutive.

E. Penalties for Category II Activities:

Each member school shall develop penalties that it will apply to the participants in these activities. A current copy of the member school's policy shall be kept on file in the member school.

14. **SERVING A MSHSL PENALTY** — a student must be a student in good standing, and able to be placed in the game, meet or contest except for the penalty being served. (Students who are not in good standing due to suspension, expulsion, injury, illness, family vacations, etc are not able to be placed in a game, meet or contest and are therefore not able to count those contests toward the penalty).
15. **PROGRESSIVE AND CONSECUTIVE PENALTIES:** Penalties shall be progressive and consecutive beginning with the student's first participation in a League activity and continuing through the student's high school career.
16. **COLLEGE/UNIVERSITY TEAMS** — Individuals who have participated with a college or university team are ineligible for participation in any activity of the League.
17. **FAIR HEARING PROCEDURE** — The League Constitution provides a Fair Hearing Procedure for the student or parent contesting a school's determination of ineligibility for a student. **The student has 10 calendar days in which to appeal the school's decision.** The appeals process includes an appeal before a hearing panel at the school and the right, if desired, to appeal that decision to the League's Board of Directors. An independent hearing examiner will hear the appeal and make written findings of fact, conclusions and a recommendation for the Board of Directors following the hearing. The Board's decision shall be final. A complete listing of the Fair Hearing Procedure may be obtained from the athletic director or principal of the high school or on Web at www.mshsl.org in the Publications section.

1. ***PHYSICAL EXAMINATION AND PARENTS PERMIT** — Any student who intends to participate in high school interscholastic athletics and cheerleading activities must have on file in the school, a record of a physical examination performed within the previous three (3) years. A health questionnaire shall be completed annually and could indicate the need for a physical examination prior to participation. The signature of the parent or guardian approving participation is required.
 2. **LAST DATE TO JOIN A TEAM** — To be eligible for section and state competition, a student must be a member of that school's team not later than the fourth Monday from the official start of that sport season. Gymnasts must be on the school's team not later than the third Monday from the official start of that season. When a sport season begins on a Monday, that day shall be counted as the first Monday.
 3. **NON-SCHOOL COMPETITION AND TRAINING FOR TEAM AND INDIVIDUAL SPORTS** —
 - A. **During the High School Season:** During the high school season a student may not participate as a member of a team or as an individual competitor in non-school sponsored games, meets, tournaments or contests, in the same sport. *Participation defined: practice, training, tryouts, scrimmaging and competing. Season Defined: The high school season shall run from the first date that practice may begin until the team is eliminated in MSHSL tournament competition. Baseball, Softball and Skiing are exceptions to this rule.*
Exception: Non-School Training During the High School Season for Athletes Who Qualify as Individual Competitors to the State Tournament: (Swimming, Cross Country, Tennis, Skiing, Gymnastics, Wrestling, Synchronize Swimming, Golf, and Track and Field)
Lessons/Training: During the MSHSL high school season athletes may take lessons from professionals and other non-school coaches without limit as to where, when or who may provide the training. Athletes may not miss a high school practice, game, or meet to take a lesson or train for a non-school event. Athletes may take lessons and or train with a non-school team/club during the high school season in the same sport.
Competition: Athletes will be able to compete in non-school events/competitions that do not match the events in which athletes currently compete in high school competition.
Exception: Summer Vacation Period — Students may participate in non-school competitions, meets, games, tournaments in the same sport they currently play at the high school level during the summer vacation period. *See definition of summer vacation below: 14.C.*
Summer Coaching waiver: If a student participates on a team coached by a member of the high school coaching staff, coaching contact shall end on July 31 unless a conditional extension to the summer waiver is granted by the school's athletic director.
 Students may take private lessons during the MSHSL season.
 - B. **During the School Year, Prior To and Following the High School Sports Season:** A student may participate in contests, meets or tournaments as an individual competitor or as a member of a non-school team provided that these activities are voluntary and not influenced or directed by a salaried or non-salaried member of the student's sophomore, B-squad, junior varsity or varsity high school coaching staff.
 1. A student may not use any type of high school uniform.
 2. A student may not receive coaching or training from a salaried or non-salaried member of the student's sophomore, B-squad, junior varsity or varsity high school coaching staff in that sport. Power skating, tennis, gymnastics, and indoor soccer are included in this limitation.
 3. A student may receive training through private lessons from a person who is not a salaried or non-salaried member of the student's sophomore, B-squad, junior varsity or varsity high school coaching staff in that sport.
 4. A student's fee for non-school coaching or training must be provided by the student or the student's parent(s) or guardian(s) unless approved by the Board of Directors.
 - C. **Summer Vacation Period:**
 A student may compete as an individual or as a member of a nonschool team even though competing on a high school team in the same sport. *Summer shall be defined as June 1 through Labor Day. Summer for the sport of soccer shall be defined as June 1 through Sunday immediately preceding the official starting date of the MSHSL high school soccer season. Note: Students may participate in activities during the summer, as defined above, even though their high school sport season in the same sport has begun. For example, students may play in a non-school tennis tournament while a member of the high school team or participate in road races while a member of the cross country team through Labor Day. Soccer is excluded from dual participation as defined above.*
 - D. **Penalty:**
 1. First Violation: After confirmation of the first violation, the student shall lose eligibility in that sport for the next two (2) consecutive interscholastic contests or two (2) weeks of that season, whichever is greater. If there are fewer than two (2) events remaining in that sport, the loss of eligibility will continue into the next season in that sport. Note: This means that a senior who violates the bylaws at the end of one sport season will lose eligibility for two (2) games in the next sport season in which the student participates.
 2. Second Violation: After confirmation of the second violation, the student shall lose eligibility in that sport for the next six (6) consecutive interscholastic contests or three (3) weeks, whichever is greater.
 3. Third Violation: After confirmation of the third or subsequent violations, the student shall lose eligibility in that sport for the next twelve (12) consecutive interscholastic contests or four (4) weeks, whichever is greater.
 - E. **Special Considerations:**
 1. National Teams and Olympic Development Programs
 The MSHSL may permit participation by high school students on bona fide national teams or in Olympic development programs if:
 - a. The program is approved and supported by the national governing body of the sport or if there is an Olympic development program of training and competition.
 - b. Directly funded by a national governing body on a national level.
 - c. Authorized by a national governing body for athletes having potential for future national team participation.
 Students who are invited to participate on National Teams or in Olympic Development Programs must contact their high school principal to obtain an application form. This must be completed at least thirty (30) days prior to participation.
 2. During the school year, students who participate for their school in a sport may participate through training, try-out or competition on a National Team or in a United States Olympic Development Program provided the student receives an individual invitation from the United States Olympic Committee or the United States National Governing Body on the national level for that sport.
 3. Students who have completed their eligibility in a sport are exempt from the non-school competition and training rules in that sport.
 4. **ATHLETIC CAMPS AND CLINICS** —
 - A. **School Year:** Students may attend athletic camps and clinics which have been approved by their high school principal.
 - B. **Summer Vacation Period:** Non-school specialized athletic camps and clinics do not require approval.
 1. The non-school sponsored camp or clinic fee must be provided by the student or the student's parent(s) or guardian, unless other arrangements are approved by the Board of Directors.
 2. A student may attend a camp or clinic where a member of the school's coaching staff (sophomore, B-Squad, junior varsity or varsity) in that sport owns, administers, directs, organizes, or serves as an instructor or is a staff member during the student's attendance.
 - C. **Penalty:**
 1. First Violation: After confirmation of the first violation, the student shall lose eligibility in that sport for the next two (2) consecutive interscholastic contests or two (2) weeks of that season, whichever is greater. If there are fewer than two (2) events remaining in that sport, the loss of eligibility will continue into the next season in that sport. Note: This means that a senior who violates the bylaws at the end of one sport season will lose eligibility for two (2) games in the next sport season in which the student participates.
 2. Second Violation: After confirmation of the second violation, the student shall lose eligibility in that sport for the next six (6) consecutive interscholastic contests or three (3) weeks, whichever is greater.
 3. Third Violation: After confirmation of the third or subsequent violations, the student shall lose eligibility in that sport for the next twelve (12) consecutive interscholastic contests or four (4) weeks, whichever is greater.
 5. **TRANSFER RULE** — Bylaw 111
 - A. A transfer student is eligible for varsity competition provided the student was in good standing on the date of withdrawal from the last school the student attended and one (1) of the provisions in Section B (below) is met.
 - B. A transfer student is eligible for varsity competition if:
 1. 9th Grade Option: The student is enrolling in 9th grade for the first time.
 2. Family Residence Change: the student transfers from one public school district attendance area to another public school district attendance area at any time during the calendar year in which there is a change of residence and occupancy in Minnesota by the student's parents. If the student's parents move from one public school district attendance area to another public school district attendance area, the student will be eligible in the new public school attendance area or a non-public school if the student transfers at the same time the student's parents move.
 If the parents move from one public school district attendance area to another, the student shall continue to be fully eligible if the student continues enrollment in the prior school for the balance of the current marking period or for the balance of the academic school year. If the student elects either of the current enrollment options above, the student will be fully eligible upon transfer to the new school.
 A student who elects not to transfer upon a parent's change in residence shall continue to be eligible at the school in which the student is currently enrolled.
 3. Court Ordered Residence Change for Child Protection: the student's residence is changed pursuant to a child protection order placement in a foster home, or a juvenile court disposition order.
 4. Divorced Parents: a student of legally divorced parents who have joint physical custody of the student may move from one custodial parent to the other custodial parent and be fully eligible at the time of the move. The student may utilize this provision only one time during grades 9-12 inclusive.
 5. Move from Out of State: if a student's parents move to Minnesota from a state or country outside of Minnesota and if the student moves at the same time the parent establishes a residence in a Minnesota public school district attendance area, the student shall be eligible at the first school the student attends in Minnesota.
 6. Enrollment Options Program: a student who utilizes Minnesota Statute 124D.03 Enrollment Options Programs, and transfers without a corresponding change of residence by the student's parents shall elect one of the following:
 - a. retain full eligibility for varsity competition for one (1) calendar year at the school where the student was enrolled prior to the transfer after which time the student shall become fully eligible at the school to which the student has open enrolled; or
 - b. be eligible only at the non-varsity level in the school to which the student has open enrolled for one (1) calendar year.
 - C. If none of the provisions in Athletic Rule 5.B.2.1-5 (above) are met, the student is ineligible for varsity competition for a period of one (1) calendar year beginning with the first day of attendance in the new school.
 1. Students are immediately eligible for competition at the non-varsity level.
 2. A student may not obtain eligibility as a result of a transfer. If at the time of transfer the student was not fully eligible in the previous school, the student shall be ineligible in the new school. A student who was not in good standing at the time of transfer shall be ineligible until the penalty from the previous school has been served.
- Each time a student transfers and the conditions of the transfer do not meet any of the provisions of Bylaw 111.2.A-E, the student will be ineligible for varsity competition for a period of one (1) calendar year beginning with the first day of attendance at the new school. For example, if a student, while serving a one-year transfer suspension, transfers to another school and none of the provisions of Bylaw 111.2.A-E are met, an additional one-year suspension will be applied. The student will begin serving the additional one-year suspension immediately following the completion of the previous one-year suspension.

* Denotes rules applicable to cheerleaders



CONCUSSION MANAGEMENT RECOMMENDATIONS FOR MSHSL ATHLETES

Acute injury

When a player shows any symptoms or signs of a concussion, the following should be applied.

1. The player should not be allowed to return to play in the current game or practice.
2. The player should not be left alone, and regular monitoring for deterioration is essential over the initial few hours after injury.
3. The player should be medically evaluated after the injury.
4. Return to play must follow a medically supervised stepwise process.

A player should never return to play while symptomatic. "When in doubt, sit them out!"

Return to play protocol

Return-to-play decisions are complex. An athlete may be cleared to return to competition only when the player is free of all signs and symptoms of a concussion at rest and during exercise. Once free of symptoms and signs of concussion, a stepwise symptom free exercise process is required before a player can return to competition.

- Each step requires a minimum of 24 hours.
- The player can proceed to the next level only if he/she continues to be free of any symptoms and or signs at the current level.
- If any symptoms or signs recur, the player should drop back to the previous level.

The return to play after a concussion follows a stepwise process:

1. No activity, complete rest until all symptoms have resolved. Once asymptomatic, proceed to level 2.
2. Light aerobic exercise such as walking or stationary cycling, no resistance training.
3. Sport specific exercise—for example, skating in hockey, running in soccer; progressive addition of resistance training at steps 3 or 4.
4. Non-contact training drills.
5. Full contact training after medical clearance.
6. Game play.

The final return to competition decision is based on clinical judgment and the athlete may return only with written permission from a health care provider who is registered, licensed, certified, or otherwise statutorily authorized by the state to provide medical treatment; is trained and experienced in evaluating and managing concussions; and is practicing within the person's medical training and scope of practice.

Neuropsychological testing or balance testing may help with the return to play decision and may be used after the player is symptom free, but the tests are not required for the symptom free player to return to play.

For more information please refer to the references listed below and www.concussionsafety.com.

Signs Observed By Coaching Staff

- Appears dazed and stunned
- Is confused about assignment or position
- Forgets sports plays
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall

Symptoms Reported By Athlete

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Does not "feel right"

MSHSL ANNUAL SPORTS HEALTH QUESTIONNAIRE

DATE ____/____/____

Name _____ ☐ Male ☐ Female Age ____ Birth Date ____/____/____

Grade ____ School _____ Sport(s) _____

Address _____

Phone _____ Date of Last Sports Qualifying Physical Exam (SQPE) ____/____/____

Check Yes or No boxes for each question or **Circle** question numbers for which you cannot answer.

IN THE LAST YEAR, since your last complete Sports Qualifying Physical Exam with your physician or your Year 2 Annual Health Questionnaire, **HAVE YOU HAD ANY CHANGES TO THE FOLLOWING QUESTIONS:**

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. In the last year, has a doctor restricted your participation in sports for any reason without clearing you to return to sports? | <input type="checkbox"/> | <input type="checkbox"/> |

IMPORTANT HEART HEALTH QUESTIONS ABOUT YOU IN THE LAST YEAR

- | | | |
|---|--------------------------|--------------------------|
| 2. In the last year, have you passed out or nearly passed out <i>during</i> or <i>after</i> exercise? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. In the last year, have you had discomfort, pain, tightness, or pressure in your chest during exercise? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. In the last year, does your heart race or skip beats (irregular beats) during exercise? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. In the last year, do you get light-headed or feel more short of breath than expected during exercise? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. In the last year, have you had an unexplained seizure? | <input type="checkbox"/> | <input type="checkbox"/> |

IMPORTANT HEART HEALTH QUESTIONS ABOUT YOUR FAMILY IN THE LAST YEAR

- | | | |
|---|--------------------------|--------------------------|
| 7. In the last year, has anyone in your immediate family died suddenly and unexpectedly for no apparent reason? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. In the last year, has any family member or relative died of heart problems or had an unexpected or unexplained sudden death before age 50 (including an unexplained drowning, an unexplained car accident, or Sudden Infant Death Syndrome)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. In the last year, has anyone in your immediate family had instances of unexplained fainting, seizures, or near drowning? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. In the last year, has anyone in your immediate family developed hypertrophic cardiomyopathy, Marfan Syndrome, arrhythmogenic right ventricular cardiomyopathy, long QT Syndrome, short QT Syndrome, Brugada Syndrome, or catecholaminergic polymorphic ventricular tachycardia? | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. In the last year, has anyone in your immediate family been diagnosed with Marfan Syndrome, arrhythmogenic right ventricular cardiomyopathy, long or short QT Syndrome, Brugada Syndrome, or catecholaminergic polymorphic ventricular tachycardia? | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. In the last year, has anyone in your immediate family under age 50 had a heart problem, pacemaker, or implanted defibrillator? | <input type="checkbox"/> | <input type="checkbox"/> |

MEDICAL RISK QUESTIONS IN THE LAST YEAR

- | | | |
|--|--------------------------|--------------------------|
| 13. Have you had infectious mononucleosis (mono) within the last month? | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. In the last year, have you had a head injury or concussion that still has symptoms like continuing headaches, concentration problems or memory problems? | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. In the last year, have you had numbness, tingling, weakness in, or inability to move your arms or legs after being hit or falling? | <input type="checkbox"/> | <input type="checkbox"/> |

Parents or Legal Guardians: Please note below any health concerns, medications, or allergies that may be important for the coaches or athletic/activities director to know.

I do not know of any existing physical or additional health reason that would preclude participation in sports. I certify that the answers to the above questions are true and accurate and I approve participation in athletic activities.

Parent or Legal Guardian Signature _____

Athlete Signature _____

Date _____

Athletic/Activity Director Notes:

(a YES answer to any of the questions above requires a clearance note from a physician prior to participation.)

SQPE Due ____/____/____

CLEARED FOR SPORTS: YES ☐ NO ☐

2014-2015 MSHSL ATHLETIC ELIGIBILITY STATEMENT

Statement to be signed by the participant from a MSHSL member school and by the participant's parent or guardian

- ☐ I have read, understand, and acknowledge receiving the 2014-2015 MSHSL Eligibility Brochure, which contains only a summary of the eligibility rules of the Minnesota State High School League. I understand that a copy of the Official Handbook of the MSHSL is on file with the senior high school athletic director and or principal and that I may review it, in its entirety, if I so choose. The Official Handbook and MSHSL bylaws are also posted on the MSHSL Web site: www.mshsl.org under Handbook.
- ☐ **We, the student and parent, have reviewed Concussion Management Recommendations for MSHSL Athletes contained in the Eligibility Brochure and on the following website: www.cdc.gov/concussion**
- ☐ I understand that once I sign the eligibility statement all eligibility rules apply:
- Twelve (12) months of the year;
 - Whether I am currently participating or not;
 - Continuously from the first signing of the statement through the completion of my high school eligibility.
- ☐ Regardless of my age I agree to follow all of the MSHSL Bylaws in order to be eligible to represent my school in League-sponsored activities.
- ☐ I further understand that a member school of the MSHSL must adhere to all of the rules and regulations that pertain to the League athletics/activities a school may sponsor and that local rules may be more stringent, and penalties more severe, than MSHSL rules.

STUDENT CODE OF RESPONSIBILITIES

- ☐ As a student participating in my school's interscholastic activities, I understand and accept the following responsibilities:
- I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
 - I will be fully responsible for my own actions and the consequences of my actions.
 - I will respect the property of others.
 - I will respect and obey the rules of my school and the laws of my community, state and country.
 - I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state and country.
 - I will use social media in an appropriate and respectful manner following all school guidelines.

Class of 2015-2018			
27 credits to graduate			
Grade	Term 1	Term 2	Term 3
9	0	1.5	3.5
10	5.5	8	10
11	12	14.5	17.0
12	19.5	22	24.5

A student whose character or conduct violates the Student Code of Responsibilities or is suspended or expelled is not in good standing and is ineligible for a period of time as determined by the principal. While a student not in good standing, a student may not serve any penalty for MSHSL Bylaw violations.

- ☐ **Informed Consent:** By its nature, participation in interscholastic athletics includes risk of injury and the transmission of infectious diseases such as HIV, Herpes and Hepatitis B and others. Although serious injuries are not common and the risk of HIV transmission is almost nonexistent in supervised school athletic programs, it is impossible to eliminate all risk. Participants have the responsibility to help reduce that risk. Participants must obey all safety rules, report all physical and hygiene problems to their coaches, follow a proper conditioning program, and inspect their own equipment daily. **PARENTS, GUARDIANS OR STUDENTS WHO MAY NOT WISH TO ACCEPT THE RISK DESCRIBED IN THIS WARNING SHOULD NOT SIGN THIS FORM. STUDENTS MAY NOT PARTICIPATE IN AN MSHSL-SPONSORED ACTIVITY WITHOUT THE STUDENT'S AND PARENT'S/GUARDIAN'S SIGNATURE.**
- ☐ I consent to the athletic trainer or coach treating injuries and authorize them to discuss those injuries with and release any applicable medical information or records relating to those injuries to coaches, school staff and other qualified health care providers as deemed necessary within their scope of practice.
- ☐ I further understand that in the case of injury or illness requiring transportation to a health care facility, that a reasonable attempt will be made to contact the parent or guardian in the case of the student-athlete being a minor, but that, if necessary, the student-athlete will be transported via ambulance to the nearest hospital.
- ☐ By signing this we acknowledge that we have read the information contained in the MSHSL Eligibility Brochure and Statement.
- ☐ I/we acknowledge the electronic signature confirms I/we have read and reviewed the information contained in the contents of the Eligibility Brochure and Statement. I/we also acknowledge this electronic signature has the same legal effect, validity, and enforceability as a signature in a non-electronic form.

The student/parent authorizes the release of documents and other pertinent information by the school in order to determine student eligibility. In addition, the student/parent understands and agrees that public information shall include names and pictures of students participating in or attending extra-curricular activities, school events, and High School League activities or events.

Student's Printed Name

Birth Date

Grade in School

Student's Signature

Date

Parent's or Guardian's Signature

Date

- ☐ Check this box if you have transferred into your current high school.

ANOKA-HENNEPIN ACADEMIC PROBATION FORM FOR ATHLETIC ELIGIBILITY

Eligibility Requirements:

- 9th-11th graders can be 1 credit or less behind the eligibility requirements noted in the chart below.
- 12th graders can be ½ credit or less behind the eligibility requirements noted in the chart below.
- Students can only be put on academic probation once during their high school career.
- Students are on academic probation for a period of one calendar year. During this one year period, students are responsible for correcting the credit deficiency and must “catch up” by the end of their probation period.
- While on probation a 9th-11th grader may not become more than 1 credit behind- and a 12th grader may not become more than ½ credit behind. If they are, they are ineligible for extracurriculars. They must catch up before becoming eligible again.
- Students must monitor their own schedules and pursue credit make up opportunities like night school and/or summer school.
- This form must come back signed by all parties before a student will be cleared to participate in extracurriculars.
- At the end of each trimester grades and credits will be verified.

Student Name: _____ ID: _____ Grade: _____

Date of Application: _____ Trimester: _____

Current number of credits: _____ Amount deficient: _____

Anoka-Hennepin Credit Requirements for Activities Eligibility

Class of 2014, 2015, 2016 & 2017			
27 credits to graduate			
Grade	Tri. 1	Tri. 2	Tri. 3
9	0	1.5	3.5
10	5.5	8	10
11	12	14.5	17.0
12	19.5	22	24.5

I understand the terms of academic probation and my responsibilities to catch up during probation:

Student Signature: _____

I understand the terms of academic probation and my son/daughter's responsibilities to catch up during probation.

Parent Signature: _____

Counselor Verification: Trimester _____ Year _____

Current Credits Earned _____ Amount deficient _____

Counselor Signature: _____

Activity Director Signature: _____

Anoka-Hennepin School District No. 11

Anoka, MN 55303

Adopted: May 23, 2005

Revised: November 22, 2010

Revised: September 11, 2013

Co-Curricular Admission Rate Policy

The purpose of charging admission fees to co-curricular events is to help support the cost of co-curricular activities provided by the district at the secondary schools.

All students or adults must pay the admission fees to attend the events.

There will be no refunds of partially used discount cards. Discount cards are valid for one school year only.

The District's staff is encouraged to attend the events for no admission fee.

Co-curricular Admission Rate Schedule
Football Adults - \$8.00 Students - \$6.00 Senior Citizens - \$5.00
Other Games (Boys and Girls Hockey, Boys and Girls Swimming, Boys Wrestling, Boys and Girls Soccer, Girls Gymnastics, Girls Volleyball, Girls Dance line) Adults - \$6.00 Students - \$4.00 Senior Citizens - \$4.00
Discount Card Rates \$70.00 Punch Card for adults (\$100.00 value) \$20.00 Punch Card for students (\$40 value) \$20.00 Punch Card for senior citizens, 65 years of age and older

Anoka-Hennepin School District No. 11
 Coon Rapids, MN 55433
 Adopted July 14, 2003
 Revised April 27, 2009

FUNDING NONATHLETIC COMPETITIVE STUDENT ACTIVITIES
BEYOND THE STATE LEVEL

Financial support may be provided when Anoka-Hennepin students are participating in nonathletic competitive student activities beyond the state level. Eligibility for such financial assistance will be determined in accordance with guidelines and procedures established by the Superintendent.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
April, 14 1986

FUNDING NONATHLETIC COMPETITIVE STUDENT ACTIVITIES BEYOND THE STATE LEVEL – GUIDELINES AND PROCEDURES

Position Statement

The mission of the school district and the needs and interests of students will be the first consideration of all decisions regarding participation in competitive activities beyond the state level.

Procedures

1. A district level fund will be maintained to support approved activities covered by this policy.
2. Some financial support may be provided to cover the costs of travel, lodging, meals, and entry fees in accordance with any district policies governing the level of reimbursement.
3. Some financial support may be provided for students who are participating and faculty advisors.
4. A request for financial support must be submitted by the principal to the appropriate Associate Superintendent.
5. The Associate Superintendent must grant written approval for all requests which will receive financial support.

Guidelines

The following guidelines will be used to determine eligibility for district funding:

1. The eligibility for competition beyond the state level will be determined by the Superintendent. Students must earn their eligibility to participate on the basis of their performance and state level competition of such rigor as to warrant consideration for competition beyond the state level.
2. The activity and students who are to participate must be approved by the principal.
3. The faculty advisor will be selected by the principal.
4. The activity should be included in the listing of approved activities published annually by the National Association of Secondary School Principals.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
April 14, 1986

STUDENT ACTIVITY EQUIPMENT USE FEES

The following information is provided to aid in answering questions that may arise as a result of this fee program.

1. What is the purpose of the fee? The fee is being charged to help support the cost of co curricular/extra curricular activities at the secondary schools provided by the district.
2. Who will be required to pay this fee? Except as indicated, ALL STUDENTS WHO PARTICIPATE IN AN ACTIVITY- RELATED CO-CURRICULAR/EXTRACURRICULAR PROGRAM MUST PAY THE FEE. Students who qualify for the free lunch program will be exempt from this fee. Students who qualify for the reduced lunch program will pay half the fee.
3. Will there be a deposit required? No.
4. Activity Description

<u>Activity Description</u>	<u>No. of Weeks</u>	Fee Schedule starting with the 2009-10 School Year per Participant
Marching Band- Fall	11	\$240.00
Marching Band- Summer	1 to 3 events	\$50.00
	4 to 6 events	\$100.00
	More than 6 events	\$150.00
Speech	15	\$100.00
Debate	15	\$100.00
Theater - One Act Play	N/A	\$ 50.00
Theater - Major Production	N/A	\$100.00
Cross Country Skiing	14	\$280.00
Down Hill Skiing	14	\$280.00
Cross County Running	12	\$250.00
Golf	14	\$280.00
Weight Lifting - 2 days per week	N/A	\$40.00 per term
Weight Lifting - 3 days per week	N/A	\$60.00 per term
Boys' Basketball	18	\$340.00
Boys' Swimming	14	\$280.00
Boys' Track	14	\$280.00
Boys' Tennis	11	\$240.00
Boys' Hockey	17	\$320.00
Boys' Wrestling	15	\$290.00
Boys' Football	15	\$290.00
Boys' Soccer	11	\$240.00
Boys' Baseball	14	\$280.00
Boys' Lacrosse	14	\$280.00
Girls' Basketball	18	\$340.00
Girls' Gymnastics	15	\$290.00
Girls' Swimming	14	\$280.00
Girls' Track	14	\$280.00
Girls' Tennis	11	\$240.00
Girls' Hockey	17	\$320.00
Girls' Soccer	11	\$240.00

Girls' Volleyball	13	\$270.00
Girls' Lacrosse	14	\$280.00
Girls' Softball	14	\$280.00
Girls' Cheerleading-Fall	15	\$240.00
Girls' Cheerleading-Winter	16	\$240.00
Girls' Comp, Cheerleading-Winter	16	\$240.00
Girls' Dance line Competition		\$310.00
Girls' Dance line-Performance		\$220.00
Adapted Floor Hockey		\$100.00
Adapted Soccer		\$100.00
Adapted Softball		\$100.00
Adapted Bowling		\$100.00

5. Will there be reduced rates for families with more than one participant? Yes, family rates are \$850 for students that pay full price and \$425 for students who qualify for the reduced lunch program.
6. How do I qualify for a family rate? The family must have two (2) students in a high school program to qualify.
7. Will there be a reduced rate for participating in more than one activity? Yes, the maximum fee per student will be \$650 and \$325 for students who qualify for the reduced lunch program.
8. Is it possible to get a refund? Yes, any student who voluntarily drops from a squad and whose equipment is returned within ten (10) practice days after enrolling will receive a refund. Students who are injured within the first thirty (30) calendar days at the senior high school and cannot complete the season or any student who is dropped from a team because of playing ability will have the fee refunded in full when equipment is returned.
9. Would a student dropped because of a training violation be eligible for a refund? No. Fees will not be refunded when violations occur.

Anoka-Hennepin District No. 11
 Coon Rapids, MN 55433
 Adopted: August, 1984
 Revised: August 22, 1988
 Revised: June 22, 1992
 Revised: October, 1992
 Revised: June 14, 1993
 Revised: June 26, 1995
 Revised: June 23, 1996
 Revised: June 11, 2001
 Revised: March 11, 2002
 Revised: April 28, 2008
 Revised May 11, 2009

SCHOOL SPONSORED STUDENT PUBLICATIONS

I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of official school publications while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

II. GENERAL STATEMENT OF POLICY

- A. Expression and representations made by students in school publications is not an expression of official school district policy. Official school publications are free from prior restraint by officials except as provided by law. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.
- B. Students who believe their right to free expression has been unreasonably restricted in an official student publication may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.
 - 1. Students producing official school publications shall be under the supervision of a faculty advisor and the school principal. Official publications shall be subject to the guidelines set forth below.
 - 2. Official school publications may be distributed at reasonable times and locations.

III. DEFINITIONS

- A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placement in mailboxes or by electronic mail.
- B. "Official school publications" means school newspapers, yearbooks, material produced in communication, journalism or other writing classes as a part of the curriculum.
- 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 minors of the age to whom distribution is requested;
 - 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and 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. "Substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

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

F. "School activities" means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, and in-school lunch periods.

G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

A. Expression in an official school publication is prohibited when the material is:

1. obscene to minors
2. libelous or slanderous
3. advertises or promotes any product or service not permitted for minors by law
4. encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities.
5. expresses or advocates sexual, racial or religious harassment or violence or prejudice
6. distributed or displayed in violation of time, place and manner regulations

B. Time, Place and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

1. Time
Distribution shall be limited to the hours before the school day begins, during lunch hour and after school is dismissed.
2. Place
Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entry ways and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.
3. Manner
No one shall induce or coerce a student or staff member to accept a student publication.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted February 24, 2000

BULLYING PROHIBITION POLICY INCLUDING CYBERBULLYING

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. To the extent such conduct affects the educational environment of district schools and the rights and welfare of its students and is within the control of the district in its normal operations, it is the district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. Appropriate administrative and staff follow-up will be provided for targets and offenders of bullying. While Anoka Hennepin School District cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel, the purpose of this policy is to assist the district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on district property, at school related functions, or in electronic form otherwise known as cyberbullying. This policy applies to all of the academic and nonacademic (for example, athletic and extracurricular) programs of the district and will be enforced before, during, or after school hours on all school property, including the school bus, school functions, or events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying.

B. No district employee shall permit, condone, or tolerate bullying. Any district employee who observes an act of bullying shall intervene to attempt to stop the act and shall report it to the appropriate person. Likewise, any person who receives a report of an act of bullying shall report it to the appropriate person.

C. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.

D. Retaliation against a target, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages directly or indirectly in an act of bullying, reprisal, or intentional false reporting of bullying or permits, condones, or tolerates bullying may be subject to discipline for that act in accordance with the district's policies and procedures. The district may take into account the following factors:

1. The age, developmental and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature and severity of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for district employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from district property and events and/or termination of services and/or contracts.

G. The district will act to investigate all complaints of bullying and will take appropriate action against any student or district employee who is found to have violated this policy.

III. DEFINITIONS

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

- A. Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior must be aggressive and include:
1. An imbalance of power: Students who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
 2. Repetition: Bullying behaviors happen more than once, or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. There are three types of bullying:

1. Verbal bullying is saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Taunting
 - Threatening to cause harm

2. Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
3. Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures

Bullying can take a variety of forms. As noted above, it can be a written, verbal, or electronic expression, a physical act or gesture, graphic representation (e.g. graffiti). Bullying may include the misuse of technology in any form, including sending or posting e-mail messages, instant messages, text messages, blog or social media postings, digital pictures or images, or other electronic postings, regardless of whether such acts are committed on or off district property and/or with or without the use of district resources.

Bullying based on a protected classification set forth in the district's Equal Educational Opportunity Policy (race, color, creed, religion, national origin, sex, marital status, disability, familial status, status with regard to public assistance, sexual orientation, or age) may also constitute a violation of the district's Harassment, Violence, and Discrimination Policy.

B. "District employee" for purposes of this policy includes school board members, district employees, agents, volunteers, contractors/vendors, or persons subject to the supervision and control of the district.

C. "Immediately" or "immediate" means as soon as possible but in no event longer than 24 hours.

D. "On district property, at school-related functions, or in electronic form" means all district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for district purposes, the area of entrance or departure from school grounds, premises, or events, all school-related functions, school-sponsored activities, events, or trips, the use of any district technology equipment or system on or off-campus, the use of a personal digital device on campus, or off-campus electronic communication that causes or threatens to cause a substantial and material disruption at school or interference with the rights of students or employees to be secure. District property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations or events or through use of district technology resources, the district does not represent that it will provide supervision or assume liability at these locations or events, or through use of district technology resources.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to an administrator, counselor, or student services advocate in that school. A student may report bullying anonymously. However, the district's ability to take action against an alleged offender based solely on an anonymous report may be limited.

B. A report (verbal or written) should be made immediately, or as soon after the incident as possible; delays between the date of the alleged incident and the reporting date may make investigations more difficult.

C. The district encourages the target or other reporting party to use a report form; oral and electronic reports shall be considered complaints as well. The report form is available in the counseling and administrative office of each school, the district office, and on the district's website at:

www.anoka.k12.mn.us/complaintform

Upon request for qualified persons with a disability, alternative means of filing a complaint, such as through a personal interview or by tape recording, will be made available.

D. Nothing in this policy shall prevent any person from reporting harassment, violence, or discrimination directly to the Title IX Coordinator/Equity Coordinator or to the superintendent:

Title IX Coordinator/Equity Coordinator

Mailing address: 2727 North Ferry Street, Anoka, MN 55303

Telephone: (763) 506-1000

Email: titleIXcoordinator@anoka.k12.mn.us

Superintendent, Anoka Hennepin School District

Mailing address: 2727 North Ferry Street, Anoka, MN 55303

Telephone: (763) 506-1000

Email: superintendent@anoka.k12.mn.us

E. District employees shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building principal or designee immediately.

F. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

G. Submission of a good faith complaint or report of bullying will not affect the target's or reporter's future employment, grades, work assignments, or educational or work environment.

H. The district will respect the privacy of the target, the reporter, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the district's

obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. DISTRICT ACTION

A. Upon receipt of a complaint or report of bullying, the district shall undertake or authorize an investigation by District officials or a third party designated by the district, consistent with the Harassment, Violence and Discrimination Policy.

<http://anokahennepin.schoolwires.net/cms/lib08/MN01909485/Centricity/Domain/82/413.0%20Harassment%20Violence%20and%20Discrimination%20Policy.pdf>

B. The district shall take immediate steps to protect the target, reporter, students, or others as necessary pending completion of an investigation of bullying, consistent with applicable law.

C. Upon completion of the investigation, the district will take appropriate action pursuant to the School Discipline Policy. Such action may include, but is not limited to, warning, suspension, exclusion, loss of privilege, expulsion, transfer, remediation, termination, or discharge. The district may also contact law enforcement if the behavior is criminal in nature. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; district policies; and regulations. Appropriate administrative and staff follow-up will be provided for targets and offenders of bullying.

D. The district is not authorized to disclose to a target or reporter private educational or personnel data regarding an alleged offender who is a student or district employee.

E. School officials will notify the parent(s) or guardian(s) of students involved in a bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

F. The district shall monitor all incidents of bullying as fully set forth in Section IX of the Harassment, Violence and Discrimination Policy.

VI. APPEAL

If the report has not been resolved to the satisfaction of the target, s/he may appeal to the Title IX/Equity Coordinator within ten (10) school days of receipt (verbal or written) of the findings of the district investigation. The Title IX/Equity Coordinator will conduct a review of the appeal and, within ten (10) school days of receipt of the appeal, will affirm, reverse, or modify the findings of the report. The decision of the Title IX/Equity Coordinator is final.

VII. REPRISAL

The district will discipline or take appropriate action against any student or district employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment.

VIII. PROGRAMMING

The district shall implement annual bullying prevention and character development education programs for students to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

IX. NOTICE

The district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

X. REVIEW OF THE POLICY

This policy will be reviewed by the Board or its designee on an annual basis and, if necessary, will be revised to conform with applicable state and federal law.

Anoka-Hennepin School Dist. No. 11
 Anoka, MN 55303
 Adopted: June 26, 2006
 Revised: July 14, 2008
 Revised: October 25, 2010
 Revised: October 22, 2012
 Revised: November 12, 2014

STUDENT RECORDS - POLICY STATEMENT

"The Superintendent of Schools is the 'designated authority' for the school district regarding collection, storage and dissemination of information relating to students. In carrying out the duties and responsibilities, the Superintendent:

- A. May delegate certain activities relating to student records to administrators and/or counselors.
- B. Shall develop guidelines for the collection, storage and dissemination of student records.
- C. Shall execute responsibilities relating to student records in accordance with federal and state laws and regulations and in accordance with established procedures protecting the rights of individuals.
- D. Shall provide adequate information to the public relating to the types of records maintained on students, of the procedure and right to inspect student records and of the name of the individual responsible for student records.
- E. Shall provide ongoing monitoring and evaluation of the student records system to assure appropriate change relative to federal and state laws and guidelines and the needs of the district."

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted 8-25-75

PROTECTION AND PRIVACY OF PUPIL RECORDS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of Family Educational Rights and Privacy Act, and consistent with the requirements of the Minnesota Government Data Practices Act.

III. DEFINITIONS

A. Dates of Enrollment

"Dates of enrollment", as referred to in Directory Information, means the period of time during which a student attends or attended a school or schools in the school district. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

B. Directory Information

"Directory information" means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student's name and photo/videotape (excluding security camera videos in schools and/or school bus), name of school attended, date of birth, grade in school, participation in officially recognized activities and sports, awards and honors, weight and height of members of athletic teams, dates of enrollment, last grade completed, date of graduation, and immunization. Directory information does not include personally identifiable data which references religion, race, color, social position or nationality.

C. Education Records

1. What constitutes "education records." Education records means those records which: (1) are directly related to a student; and (2) are maintained by the school district or by a party acting for the school district.

2. What does not constitute an education record. The term "education records" does not include:

a. Records of instructional personnel which:

(1) are in the sole possession of the maker of the record; and

- (2) are not accessible or revealed to any other individual except a temporary substitute for the maker of the record; and
 - (3) are destroyed at the end of the school year.
- b. Records of a law enforcement unit of the school district, provided educational records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
 - (1) maintained separately from education records;
 - (2) maintained solely for law enforcement purposes; and
 - (3) disclosed only to law enforcement officials of the same jurisdiction.
- c. Records relating to an individual, including a student, who is employed by the school district which:
 - (1) are made and maintained in the normal course of business;
 - (2) relate exclusively to the individual in that individual's capacity as an employee; and
 - (3) are not available for use for any other purpose.

However, these provisions shall not apply to records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student.
- d. Records relating to an eligible student, which are:
 - (1) made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
 - (2) made, maintained, or used only in connection with the provision of treatment to the student; and
 - (3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

- e. Records that only contain information about an individual after he or she is no longer a student at the school district.

D. Student

1. "Student" includes any individual who is or has been in attendance, enrolled or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district, and individuals who receive shared time educational services from the school district.
2. Dependent student: A student who is a dependent pursuant to Internal Revenue Code.
3. Eligible student: Eligible student means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

- E. Juvenile justice system: "Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

F. Legitimate educational interest

"Legitimate educational interest" includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education; or
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.
4. Perform a task directly related to responding to a request for data.

G. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights set forth within this policy, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

H. Personally identifiable

“Personally identifiable” means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number; (e) a list of personal characteristics that would make the student's identity easily traceable; or (f) other information that would make the student's identity easily traceable.

I. Record

“Record” means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche.

J. Responsible authority

The Superintendent is the responsible authority for the school district for carrying out the duties and responsibilities of government data as required by federal and/or state law. By written appointment orders, the Superintendent may delegate responsibilities to designees who are employed by the school district.

K. School official

“School official” includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, an attorney, an auditor, or police liaison officer for the period of his or her performance as an employee or contractor.

L. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

M. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received or maintained by a school district is public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district

which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of the Family Educational Rights and Privacy Act, and its regulations.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or corresponding regulations.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and its regulations.
5. The right to be informed about rights under the federal law; and
6. The right to obtain a copy of this policy at the location set forth in the COPIES OF POLICY section of this policy.

B. Eligible Students

All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the educational records of such student without first obtaining the consent of the student.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written consent of the parent of a student or the eligible student before disclosing personally

identifiable information from the education records of the student, unless provided for within this policy.

2. The written consent must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
 - a. a specification of the records to be disclosed;
 - b. the purpose or purposes of the disclosure;
 - c. the party or class of parties to whom the disclosure may be made; and
 - d. if appropriate, a termination date for the consent.
3. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
 - a. in plain language;
 - b. dated;
 - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
 - d. specific as to the nature of the information the subject is authorizing to be disclosed;
 - e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
 - f. specific as to the purpose or purposes for which the information may be used by any of the parties named in clause e, both at the time of the disclosure and at any time in the future; and
 - g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for (i) life insurance or noncancelable or guaranteed renewable health insurance and identified as such, two years after the date of the policy or (ii) medical assistance under Minn. Stat. Ch. 256B or Minnesota Care under Minn. Stat. Ch. 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.
4. When a disclosure is made under this subdivision:

- a. If the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
- b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

5. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in the STATEMENT OF RIGHTS section of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student, if the disclosure is:

- 1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;
- 2. To officials of other schools, school districts, or institution of post-secondary education in which the student seeks or intends to enroll. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon and with proper annual notice (See Part XIX.), suspension and expulsion information pursuant to section 4155 of the federal No Child Left Behind Act and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minn. Stat. § 260B.171, unless the data are required to be destroyed under Minn. Stat. § 120A.22, Subd. 7(c) or § 121A.75. Upon request, the school district will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with the REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA section of this policy.
- 3. To authorized representatives of the Comptroller General of the United States, the Secretary of the U.S. Department of Education, or an official or employee of the Department of Education acting for the Secretary under a delegation of authority, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
- 4. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

- a. determine eligibility for the aid;
- b. determine the amount of the aid;
- c. determine conditions for the aid; or
- d. enforce the terms and conditions of the aid.

“Financial aid” for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution.

5. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
 - a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or
 - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers.
6. A habitually truant student may be referred to the county attorney.
7. Pursuant to Maltreatment of Minors Reporting Act as setforth in IX, B of the policy.
8. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization and the information is destroyed when no longer needed for the purposes for which the study was conducted. For purposes of this provision, the term “organizations” includes, but is not limited to, federal, state and local agencies and independent organizations. In the event the Department of Children, Families and Learning determines that a third party outside of the school district to whom information is disclosed violates this provision,

the school district may not allow that third party access to personally identifiable information from education records for at least five years.

9. To accrediting organizations in order to carry out their accrediting functions;
10. To parents of a dependent student;
11. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena to not be disclosed. In addition, if the school district initiates legal action against a parent or student and has made a reasonable effort to notify the parent or eligible student in advance of its use, it may disclose the student's education records that are relevant to the action to the court without a court order or subpoena. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself.
12. To appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. In addition, an educational agency or institution may include in the educational records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student. This exception includes dissemination of records belonging to a missing child.
13. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
14. Information the school district has designated as "directory information" pursuant to the RELEASE OF DIRECTORY INFORMATION section of this policy.
15. To military recruiting officers pursuant to the MILITARY RECRUITMENT section of this policy;

16. To the parent of a student who is not an eligible student or to the student himself or herself.
17. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.
18. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students.
19. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
 - a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;
 - b. the existence of the following information about a student, not the actual data or other information contained in the student's educational record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file.

20. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under

Minn. Stat. § 260B.171, Subd. 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individual need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian.

21. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minn. Stat. § 260B.171, Subd. 5. The principal must place the information in the student's educational record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's educational record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the

student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action.

VII. RELEASE OF DIRECTORY INFORMATION

A. Classification

Directory information is public unless otherwise provided for within this policy.

B. Former Students

Unless a former student affirmatively opted out of the release of directory information in his or her last year of attendance, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district.

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student. Prior to such disclosure the school district shall:

1. Annually, give public notice by any means that are reasonably likely to inform the parents and eligible students of:
 - a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;
 - b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or parent as directory information; and
 - c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or parent designated as directory information.
2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district, in writing, that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student will remain in effect for the remainder of the school year unless the parent or eligible student provides the necessary written notifications set forth in this section not to disclose data.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

Education records are records which are classified as private data on individuals by state law and which are accessible only to the student subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy, without the prior written consent of the parent or the eligible student.

B. Private Records not Accessible to Parent

In certain cases state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

- a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
- b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
- c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
- d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
- e. whether the data concerns medical, dental or other health services provided pursuant to Minn. Stat. §§ 144.341 to 144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements or related information of the student's parent.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minn. Stat. § 626.556, reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare, law, or state enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The data subject, however, may obtain a copy of the report from either the local welfare agency, county sheriff or the local police department subject to the provisions of Minn. Stat. § 626.556, Subd. 11.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as

protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement provided by the complainant to the school district.
3. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
 - a. a decision by the school district, or by the District Legal Counsel, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;
 - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
 - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
4. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative or arbitration proceedings.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing the student, the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITMENT OFFICERS

- A. The School District will release the names, addresses, and home telephone numbers of secondary students to military recruiting officers within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data to military recruiters pursuant to Paragraph C. below.

- B. Data released to military recruiting officers under this provision:
1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and
 2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.
- C. A parent or eligible student has the right to refuse the release of the name, address, or home telephone number to military recruiting officers. To refuse the release of the above information to military recruiting officers, a parent or eligible student must notify the responsible authority, in writing, by October 1st of each year. The written request must include the following information:
1. Name of student and parent, as appropriate;
 2. Home address;
 3. Student's grade level;
 4. School presently attended by student;
 5. Parent's legal relationship to student, if applicable;
 6. Specific category or categories of information which are not to be released to military recruiters; and
 7. Specific category or categories of information which are not to be released to the public, including military recruiters.
- D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of secondary students without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers. In order to make any directory information about a student private, the procedures contained in the RELEASE OF DIRECTORY INFORMATION section of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

The school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure not Prohibited

1. Subdivision A of this Section does not preclude the school district from disclosing personally identifiable information under the DISCLOSURE OF EDUCATION RECORDS section of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:
 - a. The disclosures meet the requirements of the DISCLOSURE OF EDUCATION RECORDS section of this policy; and
 - b. The school district has complied with the recordkeeping requirements of the RESPONSIBLE AUTHORITY; AND RECORD KEEPING section of this policy.
2. Subdivision A of this section does not apply to disclosures made pursuant to court orders, to a subpoena from a federal grand jury or to a subpoena issued for law enforcement purposes, to disclosures of directory information, or to disclosures to a parent or student.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall, except for disclosures made pursuant to court orders, to a subpoena from a federal grand jury or to a subpoena issued for law enforcement purposes, disclosure of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy, or disclosures to a parent or student, inform the party to whom a disclosure is made of the requirements set forth in this Section. In the event that the Family Policy Compliance Office determines that a third party improperly rediscloses personally identifiable information from education records, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

XIII. RESPONSIBLE AUTHORITY AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C of this Section for compliance with the law, this policy and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C which shall be attached to and become a part of this policy.

D. Recordkeeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:
 - a. the parties who have requested or received personally identifiable information from the education records of the student; and
 - b. the legitimate interests these parties had in requesting or obtaining the information;
2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Paragraph B of the LIMITS ON DISCLOSURE section of this policy, the record of disclosure required under this Section shall also include:
 - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district; and
 - b. the legitimate interests under the DISCLOSURE OF EDUCATION RECORDS section of this policy which each of the additional parties has in requesting or obtaining the information.
3. Paragraph (1) of Recordkeeping does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Paragraph B1(a) of the DISCLOSURE OF EDUCATION RECORDS

section of this policy, to requests for disclosures of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy, or to a party seeking or receiving the records as directed by a Federal grand jury, subpoena, or law enforcement, and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed.

4. The record of requests of disclosures may be inspected by:
 - a. the parent of the student or the eligible student;
 - b. the school official or his or her assistants who are responsible for the custody of the records; and
 - c. the parties authorized by law to audit the recordkeeping procedures of the school district.
5. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is also a Dependent Student

The school district shall permit the parent of a student, an eligible student or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in the DISCLOSURE OF PRIVATE RECORDS section of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A of this Section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A of this Section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of

the records requested, or make other arrangements for the parent or eligible student to inspect and review the requested records.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing copies of records. In determining the amount of the reasonable fee, the school district shall consider the following:
 - a. the cost of materials, including paper, used to provide the copies;
 - b. the cost of the labor required to prepare the copies;
 - c. any schedule of standard copying charges established by the school district in its normal course of operations;
 - d. any special costs necessary to produce such copies from machine based recordkeeping systems, including but not limited to computers and microfilm systems; and
 - e. mailing costs.

2. The cost of providing copies shall be borne by the parent or eligible student.
3. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent the parent or eligible student from exercising their right to inspect or review the student's education records.
4. The school district reserves the right to make a charge for copies such as transcripts it forwards to potential employers or post-secondary institutions for employment or admissions purposes.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading or violates the privacy or other rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.
2. The school district shall decide whether to amend the education records of the student in accordance with the request within a reasonable period of time of receipt of the request.
3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall so inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B of this Section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district shall, on request, provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C of this Section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly, so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.
3. Any statement placed in the education records of the student under Sub division B of this Section shall:
 - a. be maintained by the school district as part of the education records of the student so long as the record or contested portion is maintained by the school district; and
 - b. if the education records of the student or the contested portion is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A and B of this Section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of the Minn. Stat. Chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

XVII. COMPLAINTS FOR NONCOMPLIANCE

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by Federal Educational Rights and Privacy Act, and the rules promulgated thereunder, shall be submitted in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

B. Content of Complaint

A complaint filed pursuant to this Section must contain specific allegations of fact giving reasonable cause to believe that a violation of Federal Educational Rights and Privacy Act and its regulations has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided within this policy pursuant to Federal Educational Rights and Privacy Act. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and corresponding regulations authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of Federal Educational Rights and Privacy Act, and its regulations;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll.

B. Notification to Parents of Students Having a Primary Home Language Other than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXII. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the Educational Services Center.

PUBLIC NOTICE

Anoka-Hennepin Independent School District No. 11 gives notice to parents of students currently in attendance in the District, and eligible students currently in attendance in the District, of their rights regarding pupil records.

1. Parents and eligible students are informed that they have the following rights:
 - a. That parent or eligible student has a right to inspect and review the student's education records. A parent or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent or eligible student will be notified of the time and place where the records may be inspected;
 - b. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. The request shall be in writing, identify the item the parent or eligible student believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the parent or eligible student wishes the school district to make. The request shall be signed by the parent or eligible student. If the school district decides not to amend the record as requested by the parent or eligible student, the school district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing;
 - c. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent;
 - d. That the school district may disclose education records to other school officials within the school district whom the school district has determined to have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the school board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is

not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare and the ability to respond to a request for educational data;

- e. That the school district forwards education records on request to a school in which a student seeks or intends to enroll; including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;
- f. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of the Family Education Rights and Privacy Act, its regulations, the name and address of the office that administers the Family Education Rights and Privacy Act is:

Family Policy Compliance Office
U.S. Department of Education
 400 Maryland Avenue, S.W.
 Washington, D.C. 20202-4605

- 2. Independent School District No. 11 has adopted a school board policy in order to comply with state and federal laws regarding education records. The policy does the following:
 - a. It classifies records as public, private or confidential.
 - b. It establishes procedures and regulations to permit parents or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
 - c. It establishes procedures and regulations to allow parents or students to request the amendment of a student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
 - d. It establishes procedures and regulations for access to and disclosure of education records.
 - e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent or student when required prior to disclosure.
- 3. Copies of the school board policy and accompanying procedures and regulations are available to parents and students upon written request to the Superintendent.
- 4. Pursuant to applicable law, Independent School District No. 11 gives notice to parents of students currently in attendance in the school district, and eligible

students currently in attendance in the school district, of their rights regarding "directory information."

"Directory information" includes the following information relating to a student: the student's name and photo/videotape (excluding security camera videos in schools and/or school bus); name of school attended; date of birth; grade in school; participation in officially recognized activities and sports; awards and honors, weight and height of members of athletic teams; dates of enrollment; last grade completed; date of graduation; and immunization. "Directory information" does not include personally identifiable data which references religion, race, color, social position or nationality.

- a. THE INFORMATION LISTED ABOVE SHALL BE PUBLIC INFORMATION WHICH THE SCHOOL DISTRICT MAY DISCLOSE FROM THE EDUCATION RECORDS OF A STUDENT.
 - b. SHOULD THE PARENT OF A STUDENT OR THE STUDENT SO DESIRE, ANY OR ALL OF THE LISTED INFORMATION WILL NOT BE DISCLOSED WITHOUT THE PARENT'S OR ELIGIBLE STUDENT'S PRIOR WRITTEN CONSENT EXCEPT TO SCHOOL OFFICIALS AS PROVIDED UNDER FEDERAL LAW.
 - c. IN ORDER TO MAKE ANY OR ALL OF THE DIRECTORY INFORMATION LISTED ABOVE "PRIVATE" (I.E. SUBJECT TO CONSENT PRIOR TO DISCLOSURE), THE PARENT OR ELIGIBLE STUDENT MUST MAKE A WRITTEN REQUEST TO THE BUILDING PRINCIPAL WITHIN THIRTY (30) DAYS AFTER THE DATE OF THE LAST PUBLICATION OF THIS NOTICE. THIS WRITTEN REQUEST MUST INCLUDE THE FOLLOWING INFORMATION:
 - (1) NAME OF STUDENT;
 - (2) HOME ADDRESS;
 - (3) SCHOOL PRESENTLY ATTENDED BY STUDENT;
 - (4) PARENTS LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;
 - (5) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH IS NOT TO BE MADE PUBLIC WITHOUT THE PARENT'S OR ELIGIBLE STUDENT'S PRIOR WRITTEN CONSENT.
5. Pursuant to applicable law, Independent School District No. 11 hereby gives notice to parents of secondary students and eligible secondary students of their rights regarding release of information to military recruiting officers. The school district must release the names, addresses, and home telephone numbers of secondary students to military recruiting officers within sixty (60) days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be

further disseminated to any other person except personnel of the recruiting services of the armed forces.

SHOULD THE PARENT OF A STUDENT OR THE ELIGIBLE STUDENT SO DESIRE, ANY OR ALL OF THE LISTED INFORMATION WILL NOT BE DISCLOSED TO MILITARY RECRUITING OFFICERS WITHOUT PRIOR CONSENT.

IN ORDER TO REFUSE THE RELEASE OF THIS INFORMATION WITHOUT PRIOR CONSENT, THE PARENT OR ELIGIBLE STUDENT MUST MAKE A WRITTEN REQUEST TO THE RESPONSIBLE AUTHORITY, BY OCTOBER 1 EACH YEAR. THIS WRITTEN REQUEST MUST INCLUDE THE FOLLOWING INFORMATION:

- (1) NAME OF STUDENT AND PARENT, AS APPROPRIATE;
- (2) HOME ADDRESS;
- (3) STUDENT'S GRADE LEVEL;
- (4) SCHOOL PRESENTLY ATTENDED BY STUDENT;
- (5) PARENT'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;
- (6) SPECIFIC CATEGORY OR CATEGORIES OF INFORMATION WHICH ARE NOT TO BE RELEASED TO MILITARY RECRUITERS WITHOUT PRIOR CONSENT;
- (7) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH ARE NOT TO BE RELEASED TO THE PUBLIC, INCLUDING MILITARY RECRUITERS.

Notice: Refusal to release the above information to military recruiting officers alone does not affect the School District's release of directory information to the public, including military recruiting officers. In order to make any directory information about a student private, the procedures contained in the Directory Information section of this notice also must be followed. If you do not want your child's or eligible student's directory information released to military recruiting officers, you also must notify the school district that you do not want this directory information released to any member of the public, including military recruiting officers.

INDEPENDENT SCHOOL DISTRICT NO. 11,
COON RAPIDS, MINNESOTA

Dated: _____

Chair

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted January 24, 2000
Revised August 23, 2004

STUDENT SURVEYS

I. PURPOSE

Occasionally the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. § 1232h.

III. STUDENT SURVEYS IN GENERAL

- A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. There will be no requirement that the student return the survey, and no record of the student's returning a survey will be maintained.
- B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.
- C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.
- D. Although the survey is conducted anonymously, the potential exists for personally identifiable information to be provided in a response. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with the Minnesota Government Data Practices Act and the Family Educational Rights and Privacy Act.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION

- A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.
- B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;
 2. mental and psychological problems of the student or the student's family;
 3. sex behavior or attitudes;
 4. illegal, antisocial, self-incriminating, or demeaning behavior;
 5. critical appraisals of other individuals with whom respondents have close family relationships;
 6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 7. religious practices, affiliations, or beliefs of the student or the student's parent; or
 8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.
1. The following policies are to be adopted in consultation with parents:
 - a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.
 - b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.
 - c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.

"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.
 - d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act.

- e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.
 - (1) "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.
 - (2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:
 - (a) college or other postsecondary education recruitment or military;
 - (b) book clubs, magazines, and programs providing access to low cost literary products;
 - (c) curriculum and instructional materials used by elementary and secondary schools;
 - (d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;
 - (e) the sale by students of products or services to raise funds for school-related or education-related activities; and
 - (f) student recognition programs.
 - (3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.
- 2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.
 - a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.
 - b. The notice will provide parents with an opportunity to opt out of participation in the following activities:

- (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.
- (2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.
- (3) Any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

“Invasive physical examination” means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

- c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.
 - d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.
- D. The school district shall give parents and students notice of their rights under this section.

Anoka-Hennepin District No. 11
 Coon Rapids, MN 55433
 Adopted 9/25/06

PUBLIC NOTICE

Independent School District No.11 gives notice to parents of students currently in attendance in the school district, eligible students currently in attendance in the school district and students currently in attendance in the school district, of their rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations.

1. Parents, eligible students and students are hereby informed that they have the following rights:
 - a. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by parents or guardians of students.
 - b. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:
 - (1) political affiliations or beliefs of the student or the student's parent;
 - (2) mental and psychological problems of the student or the student's family;
 - (3) sex behavior or attitudes;
 - (4) illegal, antisocial, self-incriminating, or demeaning behavior;
 - (5) critical appraisals of other individuals with whom respondents have close family relationships;
 - (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - (7) religious practices, affiliations, or beliefs of the student or the student's parent; or
 - (8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
 - c. A parent, on behalf of a student or an eligible student, has the right to receive notice and an opportunity to opt the student out of participating in:
 - (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.
 - (2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Paragraph 1.b., above.

- (3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under state law.
- d. This notice does not preempt applicable state law that may require parental notification.
- e. The school district has developed and adopted a policy, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.
- f. The school district will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes.
- g. The school district will directly notify parents and eligible students, at least annually at the start of each school year, of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:
 - (1) Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
 - (2) Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.
 - (3) Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue SW
 Washington, DC 20202-4605

COPYRIGHT POLICY

In adherence to the current Federal Copyright Law Public Law 94-553 the School Board of Independent School District No. 11 recognizes the judicial doctrine of fair use regarding copyrighted materials and will support all employees of the district who adhere to the policies and guidelines concerning copyright.

It shall be the policy of Anoka-Hennepin Independent School District No. 11 to copyright appropriate materials that are prepared and developed under the auspices of the school district, the contents of which are totally original and the use of which has potential application outside the realm of the school district. The purpose of such a policy is to preclude the unauthorized use of district prepared materials that have possible commercial value.

Anoka-Hennepin School District No. 11
Coon Rapids, MN 55433
Adopted July 24, 1978

ANOKA-HENNEPIN SCHOOL DISTRICT 11

Policy and Code of Ethics for Acceptable Use of Electronic Information, Communication, and Technology Resources

The Technology Steering Committee is charged with the management of the Information, Communication, and Technology (ICT) resources of the school district. These resources include all voice, video, and data systems. These systems include: telephones, television monitors, portable electronic devices, computers, servers, local and wide area networks, the connections to other computer networks via TIES, and the Internet and stored electronic data. A part of this management responsibility includes the establishment and administration of an acceptable use policy and implementation guidelines of these resources by staff, students and other users.

The intent of this statement is to give an overview of user responsibility, acceptable and unacceptable use of these resources without exhaustively enumerating all such responsibilities, uses and misuses. The policy is not intended to interfere with efficient work habits but to protect employees and the students and families we serve by establishing expectations for behavior as well as the boundaries we need to keep with our students and families. The *Acceptable Use Guidelines* document contains more specific information.

District Responsibilities

Under the Children's Internet Protection Act (CIPA), districts are required to restrict minors' access to internet-based materials. The District has licensed a commercial internet filtering package that meets or exceeds the CIPA requirements for student protection.

In addition, the school district has created units of learning to educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

User Responsibility

- Comply with all existing school board policies as they may be interpreted to apply to ICT resources, including but not limited to the following:
Staff: Selection and Reconsideration of Instructional Materials and Resources; Harassment, Violence and Discrimination; Use and Rental of School Facilities; Protection and Privacy of Pupil Records; and the Media Materials Selection Policies
Students: Student Discipline and Harassment, Violence and Discrimination Policies; Bullying Prohibition Policy
- Respect the privacy of other users, and not intentionally seek information on, obtain copies of, or modify files, other data or passwords belonging to other users without permission.
- Comply with legal protection provided by copyright and license to programs, data and documents.
- Help maintain the security of the district ICT resources by adhering to all security rules developed by the Technology Steering Committee and/or the users' buildings.
- Monitor and supervise any individual to whom access to ICT resources is granted by you, the user.
- Comply with the acceptable use policies of all ICT resources to which the district has access.

Acceptable

- Our buildings and schools provide the resources for employees to fulfill their professional duties (in many cases, this is a computer with district-approved software and an office/classroom phone). Under normal circumstances these resources should meet staff members' professional communication needs.
- Use that encourages efficient, cooperative and creative methods to perform the user's job duties or educational tasks.
- Use related to instructional, administrative, and other support activities considered consistent with the mission of the district.
- Use of district ICT resources for authorized and appropriate access to voice, video, and data systems, software or data, both locally and at other sites.
- Use consistent with the mission of the Anoka-Hennepin School District.
- In execution of professional duties, any use of personal phones to communicate with students, parents, staff, or others must comply with all district policies relating to professional codes of ethics and behavior.

Unacceptable

- Providing, assisting in, or gaining unauthorized or inappropriate access to the district's ICT resources, including any type of voice, video, or data information server.
- Activities or excessive personal use of ICT resources that precludes staff from performing job duties effectively or that interferes with student learning.
- Activities that result in the loss of another student/staff member's work or unauthorized access to another student/staff member's work.
- Distribution of any material in such a manner that might cause congestion of the voice, video, and data networks.
- Distribution or collection of obscene, abusive, or threatening material via telephone, video, electronic mail, Internet or other means.
- Use of ICT resources for a commercial, political, or profit-making enterprise, except as specifically agreed to with the appropriate district supervisory staff.
- In execution of professional responsibilities, personal email accounts, personal web sites, personal web collaboration tools, or social networking tools (e.g., Facebook, mySpace), to communicate with students, parents, staff, or others, except as authorized by the Superintendent, Cabinet member, or school Principal using the district exception approval process (see Acceptable Use Guidelines for details)

Anoka-Hennepin School District #11
 Coon Rapids, MN 55433
 Adopted: September 11, 1995
 Revised: July 13, 2009
 Revised: September 13, 2010
 Revised: July 9, 2012

Guidelines for Implementation of Acceptable Use Policy for Electronic Information, Communication, and Technology Resources

ACCEPTABLE USE POLICY AND GUIDELINES GENERAL INFORMATION

Enforcement of the policy

- The Employee Services Department is responsible for reviewing annually with Department Directors, Supervisors, and Principals the Acceptable Use Policy (AUP) and Acceptable Use Guidelines (AUG) documents.
- Employee Services presents the AUP/AUG to all new employees as part of the new employee orientation session.
- Employees are required to review and formally acknowledge, through a signed statement or web-based acceptance mechanism, the AUP/AUG documents annually.

Consequences of breach of policy

Use of Information, Communication, and Technology (ICT) resources is a privilege, not a right. The district recognizes that some personal use of district e-mail, voice mail, and computer systems - including use during non-work time is acceptable; however, excessive use or abuse of these privileges (as outlined in the AUP adopted by the school board) is unacceptable. Abuse of these privileges may result in one or more of the following consequences:

- Suspension or cancellation of use or access privileges
- Payments for damages or repairs
- Discipline under appropriate school district policies including suspension, expulsion, exclusion or termination of employment, or civil or criminal liability under applicable laws

Data Privacy

- By authorizing use of ICT resources, the District does not relinquish control over materials on the systems or contained in files on the systems. Files stored on school-based computers and communications via e-mail, Internet browsers, or voice mail are not private.
- Electronic messages and files stored on school-based computers may be treated like any other school property. Administrators, faculty, or network personnel may review files and messages to maintain system integrity and, if necessary, to ensure that users are acting responsibly.
- School district employees and students should also be aware that data and other material and files maintained on the school district system may be subject to review, disclosure, or discovery. The school district will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.
- All data on students maintained by the school, school district, or by persons acting for the school district are private and may be accessed or shared only with those having an educational need to know. The only exception is "directory information," which has been designated by the district as public information unless specifically restricted by the individual. Directory information includes:
 - Name and photo
 - Name of school attended
 - Date of birth
 - Grade in school

- Participation in officially recognized activities and sports
- Awards and honors
- Weight and height of members of an athletic team
- Dates of attendance (enrollment dates)
- Last grade completed
- Date of graduation
- Immunization history

***Use of Copyrighted Material:** *printed with permission from the University of North Carolina at Chapel Hill
Compliance with federal copyright law is expected of all students, faculty, and staff at Anoka-Hennepin schools. "Copyright" is legal protection for creative intellectual works, which is broadly interpreted to cover just about any expression of an idea. Text (including e-mail and web information), graphics, art, photographs, music, and software are examples of types of works protected by copyright. The creator of the work, or sometimes the person who hired the creator, is the initial copyright owner.

All or part of a copyrighted work may be used only if (a) you have the copyright owner's permission, or (b) you qualify for a legal exception (the most common exception is called "fair use"). "Use" of a work is defined for copyright purposes as copying, distributing, making derivative works, publicly displaying, or publicly performing the work.

Copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information. Even an innocent, unintentional infringement violates the law. Violations of copyright law that occur on or using the District's networks or other resources (copiers, computers, etc.) may create liability for the school district as well as the user. Accordingly, repeat infringers will have access privileges terminated.

DISTRICT NETWORK HARDWARE AND SOFTWARE GUIDELINES

Network Electronics

The district's Wide Area Network (WAN) infrastructure, as well as the building-based Local Area Networks (LANs) have been implemented with performance planning and appropriate security major parts of the process. Guarantees of an appropriate level of network efficiency, reliability, and manageability, along with acceptable use practices and most effective use of resources are foremost priorities of the Technology Steering Committee.

Modifications to an individual building network infrastructure and use will almost always affect LAN performance and quite often will have an impact on the efficiency of the WAN. For this reason, any additional network electronics including, but not limited to, switches, routers, and wireless access points are to be purchased, installed, and configured only by Network Services.

Network Devices

Before any network devices can be added to an individual building's network, Network Services must grant permission. To gain this permission, a letter should be written to the supervisor of Network Services detailing the need and intended use.

In the case of servers, the letter must also include the information content of the server, along with the name and credentials of a staff member who ultimately will be responsible for the use, maintenance, and content of the server

Authorization of Building Remote Access

Staff wanting remote access to the district network must submit an application to the Network Services department. Upon approval of the application, Network Services will supply remote access to district computing resources. The remote access user must follow recommended security practices of the network, including the use of up-to-date antivirus software.

Basic Standards for Desktops and Laptop Computers

- Employing Active Directory when logging onto district computers and servers provides a high level of security when using district-defined password criteria (password requirements are addressed later in this document).
- Your computer should be secured whenever it is not in use by invoking the password on the computer and/or logging off the network. Leaving a computer open or logged in while you are away enables anyone to potentially access your grade book, e-mail, and other information-sensitive files.
- Desktop and laptop computers connected to the network must have an up-to-date version of antivirus software with current definition files.
- All district workstations should be completely powered off at the end of each workday.

Maintenance of Local Hard Drives

Situations do occur that require hard drives to be reformatted and erased.

- Only software considered part of the “district image,” which is consistent throughout the district, will be reinstalled.
- Approved software purchased by the building will need to be reinstalled by the building technology support staff. With this in mind, installation disks of specific school-purchased software should be kept in an identified location at your building.
- Unlicensed software will not be reinstalled, nor will we be able to retrieve personal data files from the local hard drive.
- Individuals are responsible for making backups of their data files.

Removable Media

All removable media (USB devices, external hard drives, CDs, flash drives, etc.) with sensitive data must be securely protected with a password or stored in a secure location.

Software and Hardware Purchases

Keep in mind that not all software available may work on our district computers or network. By the same token, not all hardware is compatible with our network. Therefore, it is essential that all curriculum areas, central departments, and site technology staff collaborate with Network Services, Desktop Services, and their Technology Facilitator before decisions involving purchases of hardware or software are made.

- Software should be ordered directly through the district Purchasing Department, using the TIES finance system. Information on standard district software can be found on the district website, Purchasing Department pages.
- No unlicensed software should be installed on district computers.
- For technology/hardware purchases, refer to the district website, Technology Purchasing pages. For items not listed on the website, contact your technology facilitator.

Passwords

All users that have access to the district WAN, either to access files on servers or to use the district e-mail system, must maintain a password for their account. Password Criteria are:

- Minimum of 8 characters

- May not contain your name – either first or last
- Must include both letters and numbers
- Must include at least one OF THESE (these ONLY) special characters:
 { } - _ . ~ ` ! @ # \$ ^ & * + = [] | : ; < , > ? /
- Must include both one upper case and one lower case letter
- May not include more than four repeating characters (aaaa, bbbb, etc.)
- May not match more than four characters from previous passwords
- We recommend you don't use dictionary words because they are easily hacked.

Users are not authorized to share their user name or password with other staff, except with authorized technology support staff. All users are required to change the default password assigned when their network account is created. In addition, all staff users must change their password every 120 days (this includes a 14-day reminder period) or on request from building technology support personnel.

Electronic Devices

The District defines electronic devices as, but not limited to, the following:

- Laptop and desktop computers
- Tablets
- Wireless e-mail and text-messaging devices, i.e., iPod
- Smart Phones

For purposes of this document, the term “Personal Electronic Device” refers to staff- or student-owned electronic devices.

District Electronic Device Standards and Support

District technology staff provides basic installation, synchronization, and specific software support for district electronic devices. District technology support staff includes the building's technology teacher, technology para, and technology facilitator, as well as Network Services, Desktop Services, and Communications Technology Department staff. Buildings should purchase an extended protection plan (warranty) in situations where conditions promote breakage.

District electronic devices contain sensitive data, posing a security risk to both individuals and the school district. These devices also have the added risk of being stolen, misplaced, or left unattended. Therefore, password protection is required on all District electronic devices. In cases where the device is lost or stolen, the owner's direct supervisor must be notified. If the user is using active sync with the device in order to check district email, the device owner and/or supervisor must inform the Communications Technology Department to ensure sensitive data can be removed from the device.

Staff-Owned Electronic Device Standards and Support

District technology staff are not responsible for supporting staff-owned electronic devices. Users can access their district e-mail using District-approved security protocols, which currently include https:// or SSL and are listed in the *Guidelines for Staff Access to District Resources from Outside District Facilities* which is maintained by the Technology and Information Services Department. Users requiring setup support on their device should contact their device provider. In all cases where staff are using personal electronic devices to access any District resources, including e-mail, staff are responsible for safeguarding the data by not sharing their user name

and password with others and logging out of district resources when they are not specifically using them.

Student-Owned Electronic Device Use

The District is committed to providing students with a safe, secure, and positive learning and working environment. The use of portable electronic devices on school property can compromise or interfere with this goal; therefore, the use and possession of such devices must be regulated. Given the prevalence and exponential growth of the types of portable electronic devices available, the District, building administration, and teacher maintains the right to control the time, place, and manner in which electronic devices are used.

Parents/guardians are advised that the best way to contact their child during the school day is by calling the school office.

The possession, use, or sharing of electronic devices in locker rooms, rest rooms, or any other area that could constitute an invasion of any person's reasonable expectation of privacy is strictly prohibited. Any device used for such purposes shall be confiscated and searched by school personnel. Students are required to relinquish electronic devices to school personnel when directed. Refusal to comply with such directives will be considered insubordination and the student will be subject to disciplinary action.

Access Internet Resources on a personal electronic device

All buildings have a Guest wireless network. The "ISD11" wireless network is reserved for district electronic devices only, and should not be accessed by non-district electronic devices. Staff and students using their personal electronic devices may use the Guest wireless network for instructional and administrative purposes. Limited personal use of the District's Guest wireless network is permitted if the use:

- Poses no tangible cost to the District
- Does not unduly burden the District's computer or network resources
- Has no adverse effect on an employee's job performance or on a student's academic performance

Access to the District's electronic communications system is a privilege, not a right. Accepting the Terms of Service, the user shall abide by the regulations and guidelines.

Below are the guidelines for each of the grade levels and Special Education.

High School – Student Guidelines

Electronic devices may be used in the classroom with teacher or administrator approval. An electronic device may be used to make calls before or after school, during the individual student's assigned lunch, or during passing time. Taking pictures or video and audio recording other students or school staff is prohibited without the permission of a teacher or administrator per district guidelines. Electronic devices used without the appropriate approval may result in disciplinary action. Student removal of a memory chip or battery from a phone in the process of being confiscated is considered grounds for disciplinary action by school administration.

Middle School – Student Guidelines

Electronic devices may be used in the classroom with teacher or administrator approval. A portable electronic device may not be used to make phone calls or send text messages during the school day. Students wishing to use portable electronic devices for educational purposes outside the classroom must have teacher and/or administrator approval. Taking pictures or

video and audio recording other students or school staff is prohibited without the permission of a teacher or administrator per district guidelines. Portable electronic devices used without the appropriate approval may result in disciplinary action. Student removal of a memory chip or battery from a phone in the process of being confiscated is considered grounds for disciplinary action by school administration.

Elementary School – Student Guidelines

At elementary school levels, electronic devices must be concealed and shall not be powered on or used in any way during regular operations of the school day, during other school-sponsored and supervised group activities during the school day (e.g., during student assemblies, field trips, events, or other ceremonies, etc.), or when their use is otherwise prohibited by school personnel.

Special Education

Access is based on individual student needs. If use of a portable electronic device is required in individual instances to assist a student with the student's education, as part of a student's Individual Education Plan (IEP), or as a part of a 504 plan, the use of such device must be documented within the student's IEP or 504 plan and communicated to building administration and staff.

Liability Statement

The district assumes no responsibility for loss or damage to personal electronic devices, whether in the possession of staff or students. Staff should make every attempt to store confiscated devices in a secure area. The Anoka-Hennepin School District bears no responsibility for, nor are its employees obligated to investigate, the theft of any personal electronic device.

INTERNET USE GUIDELINES

Use of Web tools:

- All Anoka-Hennepin teachers are encouraged to develop and maintain classroom Web sites as a way to communicate on an ongoing basis with students and parents/guardians. Teachers must use district-provided Web software for classroom Web sites to limit students' potential exposure to inappropriate material on the Internet and to ensure compliance with School Board policy regarding solicitation of students.
- All Anoka-Hennepin central departments are encouraged to develop and maintain a department Web site. Web sites must conform to district design standards and be up to date.
- Web announcements promoting a business are prohibited by district Solicitation Policy. The Superintendent/Associate Superintendents may make exceptions if benefits are judged sufficient to merit exception.

Student Internet Use:

Under the Children's Internet Protection Act (CIPA), districts are required to restrict minors' access to internet-based materials. The District has licensed a commercial internet filtering package that meets or exceeds the CIPA requirements for student protection.

Students using district-provided Internet access must first have the permission of and must be supervised by the district's professional staff. Students using district-provided Internet access

are responsible for good behavior on line just as they are in a classroom or other area of the school. If students use their personal device using their own data plan (3G/4G), they will not be filtered by the district Internet filter. Inappropriate use of the Internet using a personal data plan will be subject to discipline. The same general rules for behavior and communications apply. Parents should be made aware of student Internet use by means of a written notice, perhaps in the student handbook or a student delivered handout.

COMMUNICATION TOOLS

Staff E-Mail

The district manages an e-mail system for staff business/communications purposes. All e-mail messages are retained on the system until deleted by the staff member. Staff are expected to remove old messages in a timely fashion; system administrators may remove such messages if not attended to regularly by the individual user.

Electronic messages stored on district servers are treated like any other school property. That said, system administrators will not intentionally inspect the contents of a user's e-mail account or disclose such contents to other than the sender or intended recipient without the consent of the sender or intended recipient, unless required to do so by law or District policies, or to investigate complaints regarding e-mail which is alleged to contain material contrary to District policies.

Staff members are provided with district e-mail accounts to improve the efficiency and effectiveness of communication, both within the organization and with the broader community. Staff using e-mail to correspond with parents and students must adhere to the following:

- Staff must use a school-provided e-mail account for all parent and student communications. Use of a staff personal e-mail account for parent/student communication is not authorized.
- E-mail is not an effective medium for contentious, emotional, or highly confidential issues. These issues are more effectively dealt with through a phone call or personal meeting.
- E-mail messages to parents should be consistent with professional practices used for other correspondence. This includes grammar, format, and salutation.
- E-mail to students should be consistent with professional practices for other correspondence and may not include content of a personal nature.
- All e-mails that reside on the District servers are not confidential. E-mail messages may be requested by the public under the Right-to-Know Law and may, unless they are exempt under the law, be open to public inspection.
- E-mails should be short and directional in nature and include only the facts.
- Communicate only with parents at e-mail addresses listed in the Student Information System (SIS) unless steps have been taken to verify that the communication is occurring with a parent/guardian that has educational rights for the student.
- Communicate with students using only the e-mail address listed in the SIS. That e-mail address is the official, district-provided student e-mail account.
- Carbon copy parents on e-mails to students.
- Care should be given when using student names. Refer to students by first name, initials, or "your son/daughter," depending on the content. Do not discuss unrelated students.

Staff are required to:

- Check e-mail at least daily
- Respond to e-mail messages in a timely fashion, usually considered to be within 2 working days.
- Delete messages after reading them. If you need to keep messages for any reason, file them in personal folders rather than the Exchange server folders.
- Avoid sending enclosures larger than 1 MB. For large file transfers, use shared folders on building servers.
- Subscribe only to list services that are critical to your job responsibilities.
- Do not forward or otherwise respond to “chainmail” type communications.
- Do not respond to spam or phishing attempts by clicking on any links or providing any account information. Know that district network/communications staff will NEVER ask for account information via email.
- Do not send email messages to all staff. Messages you would like to send to all staff should be sent to the Communications and Public Relations Department for inclusion in staff e-newsletter if appropriate.

Student e-mail:

Secondary (grades 6 through 12) students will be provided district e-mail accounts through our Anoka-Hennepin Apps system to promote effective communication. District-provided student e-mail accounts are a privilege and district guidelines regarding the use of student e-mail must be strictly followed. Student e-mail accounts must be used for educational purposes only. If a student receives e-mail with libelous, defamatory, offensive, racist, or obscene remarks, they are required to retain the mail and report it to a teacher immediately.

Acceptable use of student e-mail includes:

- E-mail should be used to communicate with a teacher regarding assignments, class projects, and class activities.
- E-mail should be used to include links to share homework documents created in Google Docs with the teacher or fellow students. Enclosing documents in an e-mail is discouraged.
- E-mail communication between students should be used to facilitate collaboration, planning, and research for school-related projects and activities.
- E-mail is not confidential or private and can be read by teachers or district personnel.

Unacceptable use of student communication includes:

- E-mail must not contain libelous, defamatory, threatening, offensive, racist, or obscene remarks.
- E-mail should not be forwarded without the senders' permission.
- Students cannot attempt to send e-mail from another person's account or attempt to impersonate another student's e-mail address.
- Students cannot forward spam, jokes, images, executable files, or viruses. Doing so will cause a loss of internet and e-mail privileges.
- Students cannot send inappropriate links, images, or executable files.

Student Google Web Sites:

Secondary (grades 6 through 12) students are provided access to Google Sites through the Anoka-Hennepin Apps system to promote effective communication and collaboration. District-provided student web sites are a privilege and district guidelines regarding the use of student created web sites must be followed. Student created web sites must be used for educational purposes only. Students can, upon graduation, transfer their Google Sites from their AHApps

account to a personal account. Contact your technology teacher for instructions on how to transfer your digital portfolios.

Acceptable use of student created Google Sites includes:

- Google Sites used to communicate with a teacher regarding assignments, class projects, and class activities.
- Google Sites between students should be used to facilitate collaboration, planning, and research for school-related projects and activities.
- Google Sites are not confidential or private and can be read by teachers or district personnel.

Student created Google Sites should not include personal information including: addresses, birth dates, phone numbers, or personal identifiers.

Unacceptable use of student Google Sites includes:

- Google Sites that contain libelous, defamatory, threatening, offensive, racist, or obscene remarks.
- Google Sites with inappropriate links, images, or executable files.
- Google Sites for non-educational uses.

Electronic Transmission of Educational Data

When records containing educational records or private data are transmitted electronically, either by using e-mail or an FTP site, staff are expected to protect the privacy of the data by password-protecting the record or file. Staff are also expected to ensure records are sent only to individuals with a right to said records.

Telecommunications System

The district maintains a telecommunications system that has these features/capabilities:

- A phone in every classroom. To ensure our students are not interrupted during class time, this phone is accessed from within the district system only. Callers from outside the district cannot dial the classroom directly.
- Teachers/staff who do not have actual office space are assigned “phantom” phone numbers that can be programmed to ring any phone in the district. To ensure students are not interrupted during learning time, staff with phantom numbers should program their phone number to ring in the classroom only during non-student-contact times, such as a prep hour or before/after school is in session.
- Voice mail box for all staff members.

Staff are required to:

- Check voice mail daily.
- Return calls within 2 working days.
- Delete messages after listening to them.
- Record a greeting that includes, “If you need immediate assistance, please press zero.” *This is mandatory because that “zero out” also directs 911 calls to the office in an emergency situation.*
- Record your name to ensure callers know that they have reached the correct voice mail box.

Use of Automated Calling System:

- Only the superintendent or a designee are authorized to make all-District calls.

- Only principals are authorized to make all-school calls except in emergency situations.
- Messages to specific groups within a school must be authorized by the principal.
- Overuse of the automated calling system (more than once a week) should be avoided except when needed for emergency messages.
- Messages related to district closure, including cancelation of after-school activities, or emergency situations must be authorized through the Communications and Public Relations Department to ensure a consistent message is being sent.

ENERGY MANAGEMENT

The District strives to reduce our environmental footprint by pursuing energy conservation efforts and practices. Staff and students attend instructional sessions regarding energy conservation best practices.

These guidelines are in place with regards to computers and monitors:

- All computers are to be powered off at the end of the day.
- Power management features are enabled on each computer.

POLICY/GUIDELINES LOGISTICS:

- Adoption: Committee, Superintendent, School Board
- Distribution: On paper and via the District website to staff; to students and parents/guardians in the Elementary Handbook and Secondary Handbook and on the district Web site; electronically on the district Internet Information Server.
- Revision: The Technology Steering Committee will periodically review and maintain these guidelines. Requests for guideline amendments should be forwarded to the Chief Technology and Information Officer for consideration by the committee.

Anoka-Hennepin ISD 11
Revised 6/25/2012

HAZING PROHIBITION POLICY

I. PURPOSE

The purpose of this policy is to maintain a positive and safe learning and working environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. POLICY STATEMENT

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the School District shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibition contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The School District will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term "hazing" includes but is not limited to:
 - 1. Any type of physical brutality such as striking, branding, electric shocking, or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation; or that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of State or Federal law or of a School District policy or a school regulation.

- B. "Student Organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of hazing, or any person with knowledge or belief of conduct which may constitute hazing, shall report the alleged act(s) immediately to an appropriate School District official designated by this policy.
- B. The building Principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to the Student Services Coordinator or to an Associate Superintendent.
- C. Teachers, administrators, volunteers, contractors, and other school employees of the school district shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building Principal immediately.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignments.

V. SCHOOL DISTRICT ACTION

- A. Upon receiving a complaint or report of hazing, the School District shall undertake or authorize an investigation by our School District administration or a third party designated by the School District.
- B. The School District may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others, pending completion of an investigation of hazing.
- C. Upon completion of an investigation, 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 deter violations and to appropriately discipline prohibited behavior. School District action taken for violation of this policy will be consistent with the requirements of the applicable bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, and other School District policies and regulations.

VI. REPRISAL

The School District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the School District who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation or a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. DISSEMINATION OF POLICY

This policy shall appear in each building's student and staff handbook and in the School District's Student Discipline Policy Manual, and in the Administrative Policy Manual. It shall be published annually in a format which shall be accessible to the communities included in this School District.

Anoka-Hennepin School District No. 11
Coon Rapids, MN 55433
Adopted June 23, 1998

STUDENT PARKING LOT FEE POLICY

In order to cover the cost of student parking lot maintenance (parking lot marking, snow removal, seal coating and lighting cost) and security, it shall be the policy of the district to charge student fees. The Superintendent shall develop a schedule of rates for the schools.

Students are expected to comply with all parking lot regulations as stated in their student handbooks. Violations of the parking regulations may result in the forfeiture of parking privileges and/or fines.

The Superintendent shall develop and maintain a uniform set of procedures to implement student parking fees at high schools in the district in accordance with MSA.123B.36 thru 123B.38.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted: April 1, 2004

STUDENT PARKING LOT FEES AND PROCEDURES

Student parking fees per trimester for all high schools will be as follows:

Trimester 1: \$33.00
Trimester 2: \$33.00
Trimester 3: \$34.00

A full year permit is available for \$100.00

Temporary one day permits are available for \$2.00

All fees collected at each high school will be promptly deposited into the appropriate district accounts.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted: April 1, 2004
Revised: October 25, 2010

PREGNANT STUDENTS

Pregnant students have the same educational rights and responsibilities as other students. To insure that the school district recognizes the needs for their special condition, the School Board endorses several options for continuing education.

In all instances, the choice of options is determined by the student, the school administrator, and the school support staff on the basis of information provided by the student, her parents (or husband), her physician, and the social service agencies (if any) involved with her. These options include:

1. Remaining in the home school with a regular or modified program.
2. Transferring to the Teen Parent Program.
3. Homebound instruction if a physician certifies that special health problems and those of normal pregnancy preclude attendance at any school.

Regardless of the educational options, the School Board will make available to the student the necessary support services to assist her in continuing her education.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
August, 1982

STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS POLICY

I. PURPOSE

This policy addresses staff notification of violent behavior by students. The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members regarding students with a history of violent behavior in order to serve the student and protect students and staff members. The School Board authorizes administration to establish procedures for compliance with this policy as well as procedures for compliance with data privacy and notice requirements set forth in the District's Protection and Privacy of Pupil Records policy.

II. DEFINITIONS

For purposes of this policy, terms have the meaning given them.

- A. Administration - "Administration" means the person or persons responsible for performing the school district's obligations under this Policy including but not limited to the superintendent or his/her designee as well as school building principals.
- B. Classroom Teacher - "Classroom Teacher" means the instructional personnel responsible for the course or room to which a student is assigned at any given time.
- C. Incident(s) of Violence - "Incident(s) of violence" means willful conduct that endangers the pupil or other pupils, or surrounding persons, including school district employees, or damages property of the schools. Incident(s) of violence do not include injury or damage which is accidental or is the result of negligence. An incident of violence includes a violent incident described in notices received from either law enforcement or the juvenile courts. Administration is responsible for determining whether certain conduct meets the definition.
- D. Legitimate Educational Interest - Legitimate educational interest includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare. It includes a person's need to know in order to:
 - 1. Perform an administrative task required in the school or employee's contractor position description approved by the school board;
 - 2. Perform a supervisory or instructional task directly related to the student's education; or
 - 3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid;
 - 4. Maintaining a safe educational environment for staff and students and;
 - 5. Consistent with the purposes for which the data are maintained.
- E. School Staff Member - "School Staff Member" includes:
 - 1. A person licensed by the State and appointed by the school board to an administrative, supervisory, instructional or other professional position such as a principal, teacher, counselor or school psychologist;

2. A person employed by or under contract to the school board to perform a special task such as a paraprofessional, school bus driver, secretary, clerk, occupational therapist, or the school board attorney for the period of his or her performance as an employee or contractor; and
3. A substitute for persons listed above for the period of his or her performance as a substitute.

III. STAFF NOTIFICATION

- A. If the administration has confirmed that a student has demonstrated a pattern of incidents of violence and/or a single incident of violence demonstrates violent behavior, the administration shall determine that the student has a history of violent behavior warranting notice under this policy.
- B. Recipients of Notice - Each classroom teacher of a student with a history of violent behavior will receive notification from the administration prior to placement of the student in the teacher's classroom. In addition, notice will be given by the administration to other school staff members who have a legitimate educational interest in the data.
- C. Determination of Who Receives Notice - Detailed determination of which school staff members have a legitimate educational interest will be made by the school administration.

School staff members who receive notice under this Policy may provide notice to someone substituting for them or for another staff member who has received notice.

Anoka-Hennepin School District No. 11
 Coon Rapids, MN 55433
 Adopted: June 28, 2004

THE PLEDGE OF ALLEGIANCE

I. PURPOSE

The school board recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT OF POLICY

Students in this school district shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

- A. By each individual classroom teacher or the teacher's surrogate; or
- B. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

III. EXCEPTIONS

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person's right to make that choice.

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.

Anoka-Hennepin School District No. 11
Coon Rapids, MN 55433
Adopted: June 28, 2004

STUDENT HEALTH SERVICES

School Health Service Records

State law requires that schools keep a health record for each student. Parents/guardians are encouraged to notify school health services of special health problems, medications, immunization booster dates, etc., in order to keep the health record current. The school health record is filed in the health service office and follows the pupil from preschool through grade 12.

Emergency Care and First Aid

Health Services requests parent/guardian emergency care information on an annual basis. Parents/guardians are asked to describe any medical concerns and to provide emergency contact information on the Emergency Information sheet each fall.

The school has a responsibility to administer first aid and to attend to students who become ill. First aid is given by the health paraeducator or other school personnel and is limited to the medically approved, District-approved emergency procedures, which stipulate obtaining immediate medical care when indicated. Parents/guardians are contacted in the case of illness or accident. If parents/guardians are not available, the health paraeducator contacts the responsible person designated by the parent/guardian. If unable to contact either the parent/guardian or emergency contact, and medical services are required, the family doctor and/or 911 are called by the school. Fees for services by the family medical provider or EMT services are the responsibility of the parent/guardian.

Transportation of ill students is a parent's/guardian's responsibility.

Screenings

Screenings are done in accordance with State Health Department recommendations and as determined essential for assuring the health of students in Anoka Hennepin School District and within staffing allocations. The nurse will determine students needing possible further examination and will refer for medical attention.

Communicable Disease Control and Immunizations

Minnesota law requires that students will be fully protected against all communicable diseases in order to attend school. Exemption from immunization is allowed per state law. The assessment of the student's immunization level is done by the nurse and information is provided to parents/guardians at kindergarten round up, or whenever any student enrolls at any grade level in any district school. Students who require immunization will be referred to any available community resource inclusive of private health care providers. Health Services are required to maintain current immunization records on all students. Health Services notifies the School Board of those students who are not in compliance with the state immunization law. A student is excluded from school attendance due to lack of immunization compliance by School Board action. Health Services continues to monitor the students for immunization compliance and when the parent/guardian provides evidence of compliance, will re-admit the student to school. The district Health Service Coordinator shall report annually to the State Department of Health within 60 days of the beginning of the school year.

Health Services monitors contagious disease occurrence in our schools. Nurses are required by law to report any disease that may threaten the public health. When abnormalities become apparent the Health Service Coordinator will collaborate with county and state agencies to minimize exposure to infection and prevent the spread of illness. Students with specific communicable diseases are excluded from school in accordance with State Health Department regulations. Readmission will be according to district policies, the regulations of the State Health Department, and the advice of the County Disease Prevention and Control Departments.

Home Instruction

Students ill for 15 consecutive days or more and with medical provider authorization and documentation are candidates for homebound instruction. Requests for homebound instruction are made to Health Services. Health services will not proceed to arrange homebound instruction until medical authorization has been received from the private medical provider. The nurse confers with physician, parents/guardians, and students and may seek additional medical information to substantiate the student's inability to attend school.

Special Transportation for Health Reasons

Students requiring special health transportation for temporary health reasons or health conditions may have this arranged by the Health Service. The nurse will contact physicians and parents/guardians for documentation of needs. Health service will coordinate with the 504 case manager or Special Education case manager as indicated.

Medications Management

Students requiring medications to be administered during the school day must provide bottles of the prescription and signed parental request. Long-term medications will require a physician's written order in addition to the parent's/guardian's permission. The registered nurse may delegate medication administration to Health Paraeducator or, in rare instances, other staff that have been specifically trained for this responsibility by the nurse. The registered nurse will monitor medication administration, purpose, and effects. Medication errors will be documented and evaluated in order to decrease future errors. Please refer to the Anoka Hennepin Medication Administration procedure for more detail.

Management of Special Health Concerns and Health Plans

The Registered Nurse has the responsibility for implementing and supervising the medical plan in the school and safeguarding the health of the student. A district administrative health team evaluates students presenting unusual needs and/or equipment in the school. The Registered Nurse, with information received from the parent/guardian, student, health documents, and education team, writes the individual health care plan (IHP). Health plans are reviewed annually or more frequently if necessary. Copies of health plans are distributed to school staff with a need to know and who may need to implement some component of the health plan.

Preschool Health and Developmental Clinics

Clinics are offered to parents/guardians of District No. 11 children ages 3.5 to 5 years of age to assess health and developmental problems, thereby implementing Minnesota Statute and also assisting the District's Early Child Find Process.

Health Services to Nonpublic Schools

Upon request of the nonpublic school, Minnesota Statute permits the district to offer the same type of health services to the nonpublic school and be reimbursed on a per pupil basis.

School Health Service Program Development

All procedures of the school health services program are developed by the Health Service Coordinator in conformity with the rules and regulations established by the Minnesota Department of Health and Education, the Minnesota Nurse Practice Act, Minnesota Statutes, recommendations of the Medical Advisor and the District's school policies and are reviewed by appropriate stakeholder groups prior to implementation.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
August 1988
October 9, 2006

POLICY ON EMERGENCY MEDICAL PROCEDURES

In accordance with Public Law 94-142, which mandates a free and appropriate education, students with complex health and medical needs are being educated in a regular setting. The complexity of the conditions of some students may cause a parent to request school staff to withhold emergency care from their child in the event of a life threatening situation. The mission of the Anoka-Hennepin School District is education and the maintenance of a safe environment for students and staff; therefore, the "Do Not Resuscitate/Do Not Intubate" orders will not be honored by district personnel.

In a life threatening emergency, the Emergency Medical System (911) will be called and school personnel will administer emergency care as if no DNR/DNI had been received. In such situations, the emergency medical team which responds to the 911 call will transport the student to the appropriate medical center.

All staff will be informed that "Do Not Resuscitate/Do Not Intubate" orders will not be honored or recognized by the School District; however, if such an order comes into the possession of a staff member, that person will notify the building principal and the school nurse. The principal or the school nurse will deliver or fax it immediately to the district Health Services Facilitator who will notify the parents in writing within 24 hours that the Anoka-Hennepin School District does not honor or recognize DNR/DNI orders and inform them of our emergency procedures and of this policy.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted July 11, 1994

CHEMICAL/CONTROLLED SUBSTANCE POLICY FOR STUDENTS

The Anoka-Hennepin School District is committed to helping all students fully realize their potential. To do this, it is necessary that the educational process allow students to make informed decisions about chemicals/controlled substances.

One increasingly important issue in our society is the use, misuse, possession and/or transmission by students of mood-altering and/or chemical/controlled substances, including alcohol, drugs, and, inhalants and look-alike substances. Students cannot make full use of the total school program if they are involved with these substances; chemicals can seriously inhibit their capacity to learn and to function effectively in our schools.

It is the intent of this School District that our students, their parents/guardians, and all staff be made aware of the danger inherent in making unwise choices regarding the use of mood-altering and/or chemical/controlled substances. It is also the intent of the school district to uphold State and Federal laws pertaining to the possession and/or use of controlled substances. The primary responsibility for helping individual students who are involved with chemicals lies with their parents/guardians. Our schools will act in conjunction with parents/guardians to help their children by providing a safe and healthy school environment and appropriate prevention efforts.

Therefore, the Anoka-Hennepin School Board supports the following four components of the Chemical/Controlled Substance Policy for Students:

1. Compliance with current statutes concerning a minor's use/possession/transmission of alcoholic beverages, illegal drugs/chemicals, tobacco products, drug related devices/paraphernalia, inhalants, or misuse of prescription, look-alike substances, and/or over-the-counter medication.
2. Chemical/controlled substance use/abuse prevention education and the promotion of wise choices concerning the individual's health.
3. An early intervention in the use/abuse process including identification, consistent consequences, pre-assessment; and, when appropriate, provide a list of resources for families of outside agencies for formal assessment.
4. A supportive school environment for non-using students, including those who have been involved with chemical/controlled substances in the past, and for those whose families are disrupted by substance abuse.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted: August 13, 1997
Revised: June 26, 2006

GUIDELINES FOR IMPLEMENTATION OF CHEMICAL/CONTROLLED SUBSTANCES PROCEDURES

Use/Exposure Suspected

Description: A staff member suspects a student is involved with chemical/controlled substance use/exposure.

1. A staff member becomes concerned about possible chemical use because of:
 - A. Class performance
 - B. Attendance problems
 - C. Behavior: in and/or out of classroom
 - D. Physical problems
 - E. Family or peer contact
 - F. Legal problems

For more specific behavioral data see appendix (Chemical/Controlled Substance Behavior of Concern Screening).
2. The staff member contacts the pre-assessment team and discusses the reasons for suspecting chemical use.
3. The pre-assessment team gathers behavioral data concerning the student by contacting staff members that see the student on a regular daily basis.
4. Members of the pre-assessment team meet to discuss the implications of the data and decide upon a subsequent course of action which may include:
 - A. A possible conference involving the student, principal/assistant principal, staff member, parent(s), concerned person, or any combination of the above
 - B. Continued observation of the student
 - C. Based upon the outcome of the conference, if needed the pre-assessment team will provide a list of resources for the family. It is the family's responsibility to make a decision regarding the need for a professional assessment by an outside agency.

*No record of chemical use, evaluation, or treatment will be stored in the student's cumulative folder or health record for a period longer than two years and will not be transferred.

In-School Use or Transmission Witnessed

Description: A staff member witnesses chemical/controlled substances use and/or transmission by a student and/or witnesses a student in possession of paraphernalia.

The staff member immediately informs the administration of the observed violation, obtains the name of the student, and asks the student to accompany him/her to the office. If possible, the staff member confiscates the chemical and/or the evidence substantiating its use. If the condition of the student or other circumstances makes it inadvisable or impossible to bring the student to the office, an effort should be made to confiscate the chemical and/or the paraphernalia and to obtain the name of the student. The chemical or paraphernalia should be turned over to the administration.

* In case of a medical emergency, the staff member should bring the student to the nurse's office. (Refer to chemical/controlled substances overdose/medical emergency procedure.)

1. The administrator should consider the following immediate action:
 - A. Consult with the school nurse.
 - B. Suspend the student after confirming the facts of the situation pending a reinstatement conference
 - C. Notify the parents immediately of the suspension and schedule a reinstatement conference as soon as possible
 - D. Notify the school support staff and/or Prevention Specialist of the suspension including the circumstances surrounding the incident
 - E. Notify the school police liaison officer or the police department in your community of the facts in the situation
 - F. Consider recommending the student for expulsion based on behavior for which a student may be excluded or expelled as defined in the Student Dismissal Section of the Anoka-Hennepin Policy Manual.

At the reinstatement conference, the administrator will outline the school policy in relation to this incident. The student will be informed of the conditions for reinstatement which may include student participation in a meeting with a school support person or group for a minimum of three sessions.

Chemical/Controlled Substances Overdose/Medical Emergency

Description: The staff action to insure pupil safety when confronted with a student experiencing a suspected chemical/controlled substances overdose.

1. Secure assistance by contacting the health service office and/or building principal immediately and seek the assistance of other staff members if it is necessary in order to separate the student from the student body. Students with apparent or possible chemical overdose represent a medical emergency and should be brought to the school health service office.
2. The nurse and/or building principal will determine the type of medical emergency action required. The nurse will complete the chemical/controlled substance behavior of concern documentation form.
 - A. For the unconscious student
 - i. Call for an ambulance and immediate removal from the building for emergency medical treatment for all unconscious and/or hallucinating students, those with abnormal vital signs (i.e., dropping blood pressure, altered breathing, etc.).
 - ii. Determine whether or not breathing has stopped and administer appropriate first aid to maintain an open airway if needed. Position student on the side to prevent aspiration of body fluid.
 - iii. Contact parent and advise of the crisis situation. Indicate whether there is need for immediate transfer to a medical facility.
 - B. For the conscious student

- i. Keep him/her calm by giving reassurance. Attempt to ascertain the nature of the chemical overdose. If indicated, contact the poison control center.
- ii. If student's condition permits and does not constitute a life-threatening emergency, hold in the nurse's office pending parents' arrival.
- iii. If parents cannot be reached and it is not a medical emergency, refer to the emergency card for additional contact persons.

Following the handling of the medical emergency, the policy governing witnessed chemical abuse will be implemented.

Services for Recovering Students

Description: Services available to students who are working on becoming chemically free.

1. The following services are offered by the school:
 - A. Individual counseling
 - B. Support group
 - C. Liaison with community agencies
2. Students going into or returning from treatment will be brought to the attention of the school support staff and/or Prevention Specialist in one of the following ways: The coordinator's personal involvement and knowledge of student
 - A. Notification by a staff member
 - B. Contact by the family
 - C. Information from peers or other sources
3. For students entering treatment the counselor may: Notify the student's classroom teachers and other concerned staff members regarding an estimated length of absence and the day of return to school.
 - A. Assist in obtaining homework for the student.
 - B. Maintain contact with the treatment agency and students during the treatment.
4. A reentry staffing will be held for each student successfully completing treatment.
5. Students returning from treatment will be informed of services for recovering students by the school support staff and/or Prevention Specialist.
6. For students released from treatment facility before completion of the program, a reinstatement conference will be attended by the administrator, Prevention Specialist, student, parent(s), and concerned staff persons. At the conference the following procedure is recommended:

The school policy governing chemical use will be outlined by the administrator.

- A. A recommendation will be made to the student concerning participation in an appropriate group for a specified time.
- B. A recommendation will be made to the student for counseling sessions on a continuing basis with the school support staff and/or Prevention Specialist.

Services for Students from Chemically Dependent Families

Description: Services available to students who are affected by the harmful chemical involvement of family member(s) and/or significant others.

1. The following services are available to students:
 - A. Individual counseling using school resources
 - B. Concerned person support group
 - C. Identification of appropriate community resources available to the family.

Anoka-Hennepin Independent School District No. 11
Coon Rapids, MN 55433
Revised: June 26, 2006

ELEMENTARY SCHOOL PROCEDURES FOR IMPLEMENTATION OF CHEMICAL AWARENESS POLICY

When a staff member suspects chemical use by an elementary student, these procedures will be followed:

1. A staff member becomes concerned about possible chemical use because of:
 - a. Behavior in and/or out of classroom
 - b. Family or peer contact
 - c. Class performance
 - d. Attendance problems
 - e. Physical problems
 - f. Legal problems

For more specific behavioral data see the early intervention referral form.

The staff member contacts the school nurse and discusses the reasons for suspecting chemical use.

The school nurse will gather behavioral data concerning the student by contacting staff members who see the student on a regular basis.

Based on the information provided to the school nurse, a course of action may include:

- a. A pre-assessment interview with student
- b. A conference involving the student, nurse, staff member, parent(s), principal, concerned person, or any combination of the above
- c. Continued observation of the student

Based upon the outcome of the interview or conference, a decision is made by the principal and the school nurse regarding whether a professional outside assessment will be recommended.

The school nurse contacts the student and parent(s) regarding a pre-assessment interview and any recommendations for an outside assessment. A course of action is then agreed upon and implementation begins.

The school nurse or principal informs, when appropriate, concerned staff members of the recommendations.

The school nurse meets with the student, parent(s), concerned staff, and the principal as needed to assess progress and keep all informed.*

* No record of chemical use, evaluation, or treatment will be stored in the student's cumulative folder or health record.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
June, 1986

WELLNESS POLICY

I. Purpose

The Anoka-Hennepin School District is committed to promoting and protecting students' health, well-being and ability to learn. Thus, Anoka-Hennepin School District supports healthy eating and healthy physical activity. It strives to provide a healthy school nutrition environment which is conducive to good learning. These efforts also contribute positively to a reduction in childhood obesity and diet related chronic disease.

II. General Statement of Policy

By working toward the following goals, Anoka-Hennepin School District supports the evidence based link between health wellness and improved educational outcomes of Anoka-Hennepin School District students.

- A. Food and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- B. Students will have access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings with adequate time for students to eat. School stores and snack vending machines will offer snacks that follow the same state and federal regulations as the Child Nutrition Program for nutrient content.
- C. To the maximum extent practicable, all schools will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, Fruit and Vegetable Snack Program, and Child and Adult Care Food Program [including suppers]).
- D. Schools will provide nutrition promotion, nutrition education and physical education to foster lifelong habits of healthy eating and physical activity. Schools will establish connections between health education, school meal programs and related community services.
- E. All students will have opportunities, support and encouragement to be physically active on a regular basis.
- F. Each school will have a School Health, Wellness and Safety Committee to address healthy living, wellness to staff and students and safety. The committee will assist the district Health, Wellness and Safety Committee in meeting the implementing, monitoring and reporting requirements of this policy. School/Site administrators will meet with the committee at least two times per year to discuss wellness issues at their school.
- G. Staff will work with legislators to fund issues that address the nutritional needs of the student during the school day.
- H. A Student Wellness link will be established on the district/school website to publicize opportunities in the area of nutrition and physical activity throughout the district.

The Wellness Policy was designed by the Wellness Task Force which is a subcommittee of the Health, Wellness and Safety Committee. The Wellness Task Force strives to include persons from the schools and community including parents, students, representatives from Child Nutrition, Health Service, Community Education, curriculum directors, members of the School Board, school administration, teachers, health professionals and members of the public. The Health, Wellness and Safety Committee shall continue to develop, implement, monitor, review, and recommend revisions regarding the Wellness Policy. The Health, Wellness and Safety Committee will also serve as a resource to school sites for implementation of the policy.*

III. Nutrition and Environmental Guidelines

A. Food Environment

1. Students will be encouraged to start each day with a healthy breakfast since children who come to school hungry may find it difficult to stay alert and learn. If a full breakfast program is not feasible, schools will have healthy breakfast items available that students can purchase on campus in school stores or vending machines.
2. It is a goal that bus schedules and morning breaks should be coordinated to allow students ample time before class to eat breakfast if they haven't eaten at home.
3. Lunch periods will be scheduled as near the middle of the school day as possible.
4. It is a goal to provide students sufficient time to eat during meal periods with at least 10 minutes for breakfast and 20 minutes for lunch from the time the student is seated.
5. It is a goal to provide dining areas that will be attractive and include enough seating areas to accommodate all students who would like to sit and eat lunch, as well as, enough serving areas so that students do not have to spend too much time waiting in line.
6. Hand-washing facilities will be available for students and they will be reminded to wash their hands before meals (to prevent the spread of germs and reduce the risk of illness).
7. Drinking water will be available for students.

B. Food Service Operations

1. Anoka-Hennepin School District will develop a coordinated and comprehensive outreach, promotion and pricing plan to ensure maximum participation in the school meal program and will make certain that all eligible children that qualify receive free and reduced-price meals.
2. Schools will ensure that students eligible to receive free or reduced price meals and milk are not treated differently from other students nor are they easily identified by their peers.
3. Anoka-Hennepin School District will employ a food service director who is properly qualified, certified and/or credentialed according to professional standards to administer the school food service program and satisfy reporting requirements.
4. All child nutrition personnel will have adequate pre-service training, participate in ongoing professional development and strive to hold a state issued or equivalent training certificate.
5. The Child Nutrition Program will adopt methods of cooking that decrease fat, calorie and sodium levels in food.
6. Anoka-Hennepin School District will plan menus that will meet the nutrition standards recommended in the Dietary Guidelines for Americans and ensure that the school meals program meets all requirements set forth under U.S.D.A. 7 CFR Part 210 and Part 220.
7. Anoka-Hennepin School District will involve families and community organizations in the development of programs to provide school meal options that are culturally sensitive and meet special dietary needs.

*In the Child Nutrition and WIC Reauthorization Act of 2004, the U.S. Congress per Public Law 108-265 instructed schools to establish a school wellness policy. Anoka-Hennepin has established a policy for public schools in our district.

C. Food and Beverages Served / Sold During the ¹School Day

1. Food and beverages offered will be ²nutrient dense including whole grain products, fiber-rich fruits and vegetables.
2. Food and beverages offered will include a variety of healthy choices that are of excellent quality, appealing to students and are served at the proper temperature.
3. Food and beverages offered will minimize use of fats, sodium and sugar as defined by the Dietary Guidelines for Americans.
4. Portion sizes will be ³age-appropriate for elementary, middle and high school students respectively.
5. A la carte, snack bars, vending and school stores will increase the variety of choices of nutritious food such as fruits, vegetables, whole grains and low-fat or non-fat dairy foods.
6. Nutrition information for products offered in snack bars, a la carte, vending and school stores should be available.
7. All beverages sold or given away on school premises during the school day must be non-carbonated.
8. If food is provided for classroom celebration, it must be commercially prepared.
9. Classroom snacks and celebrations should reinforce the importance of healthy choices. Families will receive information from the school on foods that are appropriate for such celebrations. Schools will identify up to four special celebration days where exceptions are made to the food requirements under this policy. Additional exceptions must be approved by the site administrator.
10. It is a goal that when fundraisers involve selling food, they should promote positive health habits. Information will be provided on fundraising opportunities that promote health and wellness. Schools will collaborate with parent groups and booster clubs to select healthy foods and snacks as part of their programs.
11. It is the goal that concession stands promote and provide nutrient rich food and beverage choices.

IV. Community Collaboration

A. Communications with Parents

1. Anoka-Hennepin School District will support parents' efforts to provide a healthy diet and daily physical activity for their children. Anoka-Hennepin School District will share information about healthy food options available in school and suggestions for home.
2. Anoka-Hennepin School District will provide information about physical education and other school-based physical activity opportunities before, during and after the school day and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

B. Product Marketing in Schools

1. School based marketing will be consistent with nutrition education and health promotion. The promotion of healthy foods including fruits, vegetables, whole grains and low-fat dairy products is encouraged.

¹ School day is defined by the USDA or the healthy vending contract whichever is longer

² According to the Academy of Nutrition and Dietetics and others, nutrient-dense foods are those foods that are rich in important nutrients (vitamins, mineral, fiber, and/or protein) when compared to their calorie count.

³ An age-appropriate diet is one that provides adequate nutrition and is appropriate for a child's state of development.

2. Schools are encouraged to consider nutritious products, competitive pricing, and product placement and promotion strategies for the consumption of healthy foods.

C. Opportunities Before and After School

1. Anoka-Hennepin School District encourages the participation of all students in activities such as co-curricular activities, extra-curricular activities, Community Education programs, community and family activities that promote physical activity.
2. Anoka-Hennepin School District and individual schools will offer a range of activities that meet the needs, interests and abilities of all students including boys, girls, students with disabilities and students with special healthcare needs.
3. Anoka-Hennepin School District encourages community use of its facilities for physical activity outside of the normal school day consistent with the district's facility use policy.
4. All schools will offer physical activity programs such as co-curricular, extra-curricular, intramural or Community Ed programs.
5. After school childcare and enrichment programs will provide and encourage – verbally and through the provision of space, equipment and activities – daily periods of moderate to vigorous physical activity for all participants.

V. Curriculum

- A. Schools will provide education to foster lifelong habits of healthy eating and physical activity. Schools will establish linkages between health education, physical education, school meal programs and related community services.

B. Integrating Nutrition Education into the Classroom Setting

1. Schools will provide nutrition education and engage in nutrition promotion that:
 - a. is offered at each grade level as part of a comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. is part of not only health education and Family and Consumer Science classes but also classroom instruction in subjects such as math, science, language arts, social sciences and elective subjects;
 - c. promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods and health enhancing nutrition practices;
 - d. emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
 - e. links with school meal programs, other school food and nutrition related community services;
 - f. teaches media literacy with an emphasis on food marketing; and
 - g. includes training for teachers and other staff.

2. Staff is encouraged to model good nutrition.

C. School Gardens

1. Understanding the science of growth of plants for food and the place of plant matter in the ecological system by use of school gardens is a proper study for students through experiential learning.

2. A school garden (outdoor classroom or edible schoolyard) is defined as one:
 - a. created, maintained and used by the students of the school;
 - b. where the garden is an integral part of the standards based curriculum of the district as taught in the school;
 - c. where the gardening program conforms to district curricular guidelines and beliefs about learning; and
 - d. where the gardening program is supervised by school staff.
3. The district will work to establish pilot programs which link school gardens to standards based curriculum and evaluate the pilots for a more systematic roll out of the garden programs.
4. The district will seek to work with community partners and to establish resources to provide educational curricula and professional development for garden instructors, students and their gardens.
5. Staff and persons associated with school gardens will engage appropriate district staff to have gardens approved and installed.

D. Physical Education

1. All students will be provided opportunities for physical education as defined by Anoka-Hennepin School District curriculum guidelines.
2. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

E. Integrating Physical Activity into the Classroom Setting

1. For students to meet Anoka-Hennepin School District guidelines for physical activity, they need opportunities for physical activity beyond physical education class.
2. Classroom teachers are encouraged to develop opportunities for physical activity that can be incorporated into subject lessons and are encouraged to provide short, physical activity breaks during class.
3. Staff is encouraged to model physical activity.
4. Staff is encouraged to find creative ways to promote physical activity before, during and after the school day.

F. Promoting a Healthy Lifestyle

1. Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities such as watching television.
2. The district's Transportation Department, with the help of Safe Routes to School, will work with the schools to promote safe, active trips on foot and bicycle for children not eligible for bus transportation.

G. Rewards and Punishment

1. Physical activity is important, therefore, staff will use reasonable judgment before using physical activity or the withholding of physical activity as punishment. "Ex: all students should participate in scheduled physical activities, but if a student is disruptive during recess or a physical education class, the teacher may restrict the student's involvement to gain control of their behavior."
2. Food will not be used as a reward or punishment. Teachers are encouraged to offer non-food items as classroom rewards. Staff will not be reimbursed for purchases of candy, pop, and other food rewards effective the 2009/2010 school year. Site administrators may allow purchases of foods or snacks for testing days based on research and recommended best practices. Per the Americans with Disabilities Act, special consideration will be given for individuals with an Individual Evaluation Plan or 504 accommodations.

VI. Monitoring and Policy Review

- A. The superintendent or designee will ensure compliance with this Wellness Policy through the Health, Wellness and Safety Committee. At the school level, the principal or designee will ensure compliance with the Wellness Policy and report on the school's compliance to the Health, Wellness and Safety Committee. The superintendent will expand the responsibility of each school's Health, Wellness and Safety Committee to assist in the implementation of the reporting and monitoring requirements of this policy.
- B. The Health, Wellness and Safety Committee will be responsible for coordinating information from schools and departments, compiling data and reporting to the superintendent regarding compliance of this policy. The Health, Wellness and Safety Committee will establish methods to monitor results of the policy and measure compliance throughout the district. The Health, Wellness and Safety Committee will review the plan on a yearly basis and make recommendations to the superintendent as necessary.
- C. Policy review and assessment of items monitored shall be repeated every three years to help maintain compliance, assess progress and determine areas in need of improvement. The Health, Wellness and Safety Committee will revise the Wellness Policy and develop work plans to facilitate their implementation as necessary.
- D. The superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established Wellness Policy based on input from the Health, Wellness and Safety Committee. The report will assess the implementation of the policy including the extent to which schools are in compliance and will describe the progress made in attaining the goals of the policy. The report will be provided to the School Board and distributed to groups as directed by the School Board. The report will be made available to the public once approved by the board.

Anoka-Hennepin School District #11

Anoka MN 55303

Adopted August 28, 2006

Revised September 14, 2009

Revised June 27, 2011

Revised November 13, 2012

STUDENT ACCIDENT INSURANCE

The school district does not provide insurance coverage for accidents that may occur during the regular school day or during extracurricular activities. Parents should consider this when planning their family insurance program. It is recommended that each middle and high school extracurricular participant have insurance. Parents/guardians may elect to not have coverage for their student, but must certify that they will assume responsibility for any medical expenses.

For those extracurricular participants who qualify for the district's free and reduced price lunch program and who do not have insurance, the district will pay the premium for the district selected student accident insurance if it is requested. In addition, a low cost student insurance plan is available for any student and information relating to the plan is available through the office of the principal or school's activity office.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Revised November 27, 2006

STUDENT STRESS, DEPRESSION, AND SUICIDE:
POSITION STATEMENT

The Anoka-Hennepin School Board recognizes stress, depression, and suicidal behavior as critical problems which put children and youth at risk in the learning process. The Board promotes and supports a healthy learning environment for all students; therefore, the Anoka-Hennepin School District will be actively involved in designated prevention and intervention strategies with students at risk because of stress, depression, and suicidal behavior.

The Board is also committed to leadership and action toward an appropriate school/ community response to completed suicides and to a District plan which identifies suggested actions and resources for use in times of crisis.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted January 25, 1988

STUDENT PICTURES - ELEMENTARY

A policy of having commercial photographers take pictures of elementary children for sale through the school is being followed. This policy provides that the contract for doing this work be awarded to the firm offering the "best buy" for the child. A committee of principals will determine the "best buy" each year.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Revised September 1992

FOREIGN STUDENT ADMISSION

As the nations of the world become more interdependent, it becomes increasingly important that high school students develop a sense of global citizenship. Sharing an educational experience with students from other countries is one way to facilitate this.

1. Each high school may admit up to, but no more than, ten foreign students through a recognized exchange program.
2. The recognized exchange program must be approved by and listed in the current edition of the Council on Standards for International Educational Travel which can be found in each high school, in the district office of the Achievement and Integration Minnesota (AIM) Director, and at www.csiet.org.
3. Each principal or the principal's designee in the building will determine the number of students to be enrolled through any one of the recognized programs.
4. No foreign exchange student will be accepted unless the following criteria have been met:
 - a. The program sponsor will notify the principal and obtain permission for the school admission of a student prior to assigning a foreign exchange student to a home in this school district.
 - b. The school placement must be arranged prior to the student's departure from his/her home country which, in most cases, will be in May of the school year prior to enrollment.
5. The incoming student must possess a J1 visa.
6. When a foreign student has enrolled in the district through a recognized exchange program he/she has the same rights and privileges of a resident student and access to all school district programs and services for which they meet the requirements and/or established criteria.

Anoka-Hennepin District No. 11
 Anoka, MN 55303
 Adopted April 30, 1979
 Amended April 28, 1986
 Amended February 13, 1989
 Amended July 25, 1989
 Revised February 14, 1994
 Revised April 28, 2014

SECONDARY VOCATIONAL EDUCATION BELIEF STATEMENT

The Anoka-Hennepin School Board and administration believe that:

1. All students in this district will eventually be engaged in some form of work.
2. Secondary schools should equip all students with the necessary basic skills to obtain and maintain a minimum entry level job upon graduation from high school.
3. All students will eventually receive training/education for their vocation. For some students, this training/education may occur in secondary schools.
4. Secondary schools should equip all students with the knowledge and skills enabling them to select from a wide variety of education and/or vocational options upon graduation from high school.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
January 27, 1986

SECONDARY VOCATIONAL EDUCATION - DEFINITION AND PURPOSES

DEFINITION - Secondary Vocational Education in the Anoka-Hennepin Independent School District No. 11 is a delivery system concept which involves the study of and preparation for vocations. It provides a means for integrating the content of several subject areas with transferable skills and employment skills necessary for entry into basic positions available in current and foreseeable job markets or for further study in post-secondary institutions.

PURPOSES - Vocational education in the Anoka-Hennepin secondary schools will enable

All students to:

1. Broaden vocational options through the acquisition of transferable skills applicable to many occupations.
2. Understand their individual vocational aptitudes and interests, examine career clusters and explore specific occupational choices.
3. Apply concepts from many subject areas to situations encountered in work.

Some students to:

1. Acquire specific vocational skills in areas of intense interest and aptitude where employment opportunities are likely to be plentiful in the Minneapolis-St. Paul metropolitan area. This purpose is primarily for students who intend to enter the work force immediately after high school.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted October 27, 1986

SCHOOL DAY--INSTRUCTIONAL/NONINSTRUCTIONAL (Department of Education Regulations)

A minimum number of days in session that a district must hold in order to qualify for full state aid is 175. The Department of Education, to provide interpretation of the law, defines "days in session" to consist of both "instructional days in session" and "noninstructional days in session."

Instructional Day in Session

An instructional day in session is a day during which all students are required to attend and participate in school activity for the full school day--minimums for which are specified by rules of the State Board of Education (see EDU 21 and EDU 44). In order for a day to be counted as an instructional day of session, the entire day must be utilized for school activities; that is, early dismissal of school (except in emergency circumstances) will result in the loss of the whole day as an instructional session day.

The minimum number of instructional days in session that a district may hold for each grade level is 170 full days. Attendance and membership data reported to the Department of Education shall be compiled on the basis of these instructional days in session. That is, no student may have more days membership or attendance than the number of instructional session days conducted at that grade level. Average daily membership and average daily attendance shall be computed by dividing the total days membership and attendance by the number of instructional days in session.

Noninstructional Days in Session

Noninstructional days in session shall be defined as any days used in whole or in part for parent-teacher conferences and/or teacher workshops. If any part of a day is used for these purposes, the whole day must be counted as having been used for such purposes.

If a district maintains the minimum of 175 days in session, not more than five of these days may be noninstructional days (if the minimum requirement of 170 full instructional days is to be fulfilled).

If a district holds a session in excess of 175 day minimum and meets or exceeds the 170 full instructional day requirement, then more than five noninstructional session days may be held.

In both of the above two circumstances, students may have attended some part of the noninstructional day but they shall not accumulate attendance or membership days because these days are not instructional days in session.

SPECIFIC TOPICS CONCERNING DAYS IN SESSION

A. General

1. Early Dismissal--It is allowable to count as a full day of session, and also a full day of membership, any day during which students are dismissed to return to their homes due to inclement weather or other unforeseen emergencies, provided that the student body was gathered to the school plant and then subsequently released. The same rule applies for late opening of school for such reasons.
2. Total School Day Canceled--A day during which no classes are held (the students are in attendance no portion of the day) due to inclement weather or other reasons shall not be allowed as a day in session nor as a day in membership for those schools affected. Each school district should incorporate sufficient days in the school term so as to provide for a reasonable number of inclement weather days off without falling below the 175 day in session minimum. If, due to circumstances beyond the district's control, and after a good faith effort to make up lost days has been made, a district finds itself unable to reasonably meet the 175 day minimum, a letter of explanation requesting forgiveness may be written to the Commissioner of Education. A good faith effort to make up days lost shall consist of holding classes on previously scheduled optional holidays and/or shortening winter or spring vacation and/or lengthening the school year.
3. Registration Day--Days used for the purposes of registering students and scheduling classes may not be counted as days in session unless the students attend a full day. In order to be counted as a day in session, time not used for scheduling or registration must be occupied by other school activities until the minimum school day has been held.
4. Test Days--Final test days, whether held at the end of the school year or some term within the year, shall not be counted as days in session (or membership) unless the entire student body was required to attend the full day. That is, it shall not be permissible to count as a day in session a day during which the students are required to attend only for the duration of their tests if such time falls short of the full day.
5. Tournaments and Festivals--When students (besides the participants involved) are relieved from school supervision before attending a full day to attend a noncompulsory athletic event, tournament, or festival, regardless of whether such event takes place within or outside the resident district, the day may not be counted as a day in session. If students are required to attend a scheduled event of such a nature and free transportation is provided, if necessary, then the time consumed may be counted toward meeting the minimum length of the school day.

B. Kindergarten

1. Afternoon Sessions Not Held Because of Early Dismissal--If afternoon kindergarten sessions are not held due to inclement weather or other unforeseen emergencies, and the morning kindergarten session was in attendance all or part of its normal period before being dismissed, the district shall be allowed to count such afternoon sessions as days in session and days in membership for the involved kindergartens. Also, if only the afternoon session is held under similar circumstances, the morning session may be counted.
2. Full Days Held for Kindergartens That Normally Meet Half Days--If kindergarten sessions that normally meet for one-half day are conducted for one full day under the guidance of a full complement of teachers, for special purposes (e.g., field trips), such days may be counted as two days in session for the involved kindergarten classes.
3. Spring Roundup--Kindergarten shall not be counted in session when the current year's kindergarten classes are not held but, rather, the next year's prospective kindergartners are gathered for orientation, registration, etc.

C. Seniors

1. End of Year Days Off (Seniors)--See early graduation.
2. Graduation--To be allowed as days in session (and membership) for seniors, the days during which graduation practice and commencement occur must meet the six hour secondary day requirement. This is, the day used for such purposes may be counted toward the six hour requirement, but the events alone do not automatically constitute a full day. The remainder of the six hours not used for practice or graduation must be used for school activities. If graduation practice and the commencement exercise occur on the same day and the time consumed equals or exceeds six hours, the day has met the requirement and is allowable as a day in session. The six hours need not run consecutively; that is, commencement may occur in the evening while the balance of the six hours was conducted during the same day.
3. Senior Skip Days--Days on which seniors are not required to attend while those students in other grades are required to attend (commonly called "senior skip days") shall neither be counted as days in session nor days in membership for seniors.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Revised January 1991

LENGTH OF SCHOOL DAY
(Department of Education Rules)

3500.1200

Subpart 1. Length of school day. In an elementary school, the minimum number of instructional hours per day, not including noon intermission, shall be as follows:

Kindergarten--two and one-half hours

Grades one, two, and three--five hours

Grades four through eight in elementary schools--five and one-half hours

3500.1500. Length of school day. In all middle and secondary schools, the minimum length of the school day for each pupil, exclusive of the noon intermission, shall be six hours.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Revised January 1991

STUDENT DAY - SECONDARY ALTERNATIVE

In accordance with State Department of Education authorization, District No. 11 secondary principals may adjust the length of the school day for individual students provided that:

1. The student is at least 16 years of age; and
2. The student attends supervised classes in usual school facilities for not less than five hours per day; and
3. The secondary principal must design for each student exempted from the six-hour requirement a work-study option or another non-work experience of real educational value. The secondary principal shall ensure that the educational program is actually pursued. A written record must be maintained indicating that type of work-study option or other educational experience to be pursued, the reason for the exemption, and the method of ensuring that the program is actually pursued; and
4. The student's parent has approved the option in writing.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted September 26, 1977

**LENGTH OF SCHOOL YEAR
(Minnesota Statute 126.12)**

Subdivision 1. Except for learning programs during summer and for flexible school year programs authorized pursuant to Section 120.59 to 120.67, a school district shall not commence an elementary or secondary school year prior to Labor Day. Days which are devoted to teachers' workshops may be held before Labor Day. Districts that enter into cooperative agreements are encouraged to adopt similar school calendars.

Subdivision 2. The school board shall determine the number of school days of each school year on or before April 1 of the calendar year in which said school year commences. The board shall offer all elementary, middle and secondary school subjects required by the board or the curriculum rules of the State Board of Education on days other than Saturday, Sunday, and holidays. On any day of the week, the board may provide:

1. Classes or courses at technical colleges;
2. Classes or courses at area learning centers;
3. Classes or courses, if necessary, to meet the requirement in Section 124.19 of making a good faith attempt to make up time lost because of circumstances beyond the control of the school board;
4. Remedial courses;
5. Courses previously taken, but not successfully completed by the pupil for whom the course is being provided;
6. Staff development programs; and
7. Other educational opportunities approved by the commissioner of education.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Revised January 1991

STUDENT MEMBERSHIP DAYS
(State Department Regulations)

MS 124.17, Subdivision 2, states in part, "The date of withdrawal shall mean the day the pupil permanently leaves the school or the date it is officially known that the pupil has left or has been legally excused, provided that any pupil, regardless of age, who has been absent from school without a legally justifiable excuse for 15 consecutive school days shall be dropped from the roll and classified as withdrawn." This provision for state aid purposes shall apply, notwithstanding any provision of the compulsory attendance law MS 120.10.

Following are some clarifications and interpretations of the law:

1. **Fifteen Day Withdrawal**--Students absent for 15 consecutive days without a legally justifiable excuse shall be dropped from the roll and be classified as withdrawn. Pupils who withdraw from school shall be dropped immediately on known date of withdrawal. The 15 day grace period applies only in case no notice of withdrawal has been received. It is not necessary to withdraw a pupil for the days homebound instruction is being received if the student is at home or a hospital within the resident district. One hour of homebound instruction is the equivalent of one membership day.
2. **Illness or Injury**--A student who is absent more than 15 consecutive days due to illness or injury may not be kept on the attendance roll unless the student receives special instruction, provided by the resident district, in the home or hospital. Students hospitalized, and receiving instruction from another district are to be reported on form F29-II.
3. **Student Absences for Personal Reasons**--A district may grant excused absences for personal reason to students (on an individual basis in case of need) when it is known that the student will return. During this absence, the student may be counted in membership but not for a period exceeding 15 consecutive school days.
4. **Legally Justifiable Excuse**--Legally justifiable excuses are defined as: jury duty, National Guard duty, or a doctor's determination in writing that a student is unable to receive instruction.
5. **Homebound Instruction**--A student who is unable to attend regular school classes because of illness or injury may be counted beyond the 15 day withdrawal deadline if such a student receives special instruction in the home or hospital provided by the resident district. One hour of homebound instruction is equivalent, for aid purposes, to one day of school membership. In no case may the number of membership days claimed in this procedure exceed the number of session days held by the school during the period involved.
6. **Early Graduation**--The term "early graduation" refers to the process whereby a student through acceleration accumulates the required number of units for graduation (15 credits in 10th, 11th, and 12th grades) prior to the completion of the usual consecutive three years of the senior secondary school period. A student graduating after the date on which he or she normally would have graduated cannot be claimed as an early graduate. Such student's membership must be recorded in aid claimed on the basis of full-time equivalent. Thus, those "late graduate" students who are short their required amount of units needed to graduate their senior (third) year and reenroll the following year in order to graduate are not early graduates under MS 120.80. Further, early graduation normally occurs at the end of some definite term within the school year (quarter, semester, etc.) and, therefore, a district may not graduate its entire graduating class several days or weeks early and subsequently count the senior class in session and in membership in

order to meet the 175 days in session minimum. This does not preclude districts from gathering at any time during the year, on an individual basis, those students who have fulfilled the requirements of individualized programs.

Students who need to carry less than a full year's schedule of classes to graduate cannot be counted as full-time students if they are only part-time. The early graduation law is not applicable before the student has graduated.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433

CURRICULUM DEVELOPMENT AND MATERIALS SELECTION

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the Anoka-Hennepin Independent School District educational curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. DEFINITIONS

Instructional Materials: those items that are read, listened to, viewed, manipulated, or experienced by students as part of the instructional process. They may be consumable or non-consumable and may vary greatly in the kind of student response they stimulate. Instructional materials include, but are not limited to: textbooks, teacher manuals, kits, games, computer software, electronic information sources, apparatus, media collections, and other print and non-print materials.

Curriculum: a written plan with alignment of standards to benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.

Instruction: a teacher-led process, which transforms well-planned curriculum into student learning. Instruction is standards-focused teaching for the purpose of providing meaningful learning experiences that enable all students to master academic content and achieve personal goals.

Assessments: diagnostic, formative or summative tools used to gather information about the student's performance on the standards taught.

Evaluation: the process of making judgments about the level of students' understanding or performance.

Standard: a statement of what the student will be able to know, understand and do.

Benchmark: a clear, specific description of knowledge or skills the student should acquire by a particular point in the student's schooling.

Core Instructional Materials: resources recommended through a District process, approved by the School Board, and used by teachers to provide a required common content for students to achieve intended learning.

Supplementary Materials: resources determined by teachers and administrators, as monitored by the Superintendent or designee, which supplement the core materials, and provide for different student needs as required to meet the intended student learning.

Differentiation: the process teachers use to plan learning experiences, which intentionally respond to learner differences. Students would have opportunities to work at their levels of readiness (assessed levels of skills and knowledge), in preferred and varied learning modes/styles, and engage their interests in order to achieve curricular goals.

IV. AREAS OF RESPONSIBILITY

The School Board is accountable for selection of instructional materials, and as a policymaking body, assigns responsibility to the professional staff, as follows:

A. The Superintendent, through a designee, shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. The Superintendent, and/or a designee, shall be responsible for instructional materials review and selection as well as submitting recommended options for School Board consideration and adoption. The Superintendent's final recommendation for materials selection shall be consistent with Board policies, as well as federal and state laws and rules. Timelines shall be determined by the Superintendent that will provide for periodic reviews of each curriculum area.

It shall also be the responsibility of the Superintendent to keep the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and to periodically present recommended modifications for school board review and approval.

The Superintendent shall develop guidelines and directives to implement school board policy relating to curriculum development.

B. Principals are responsible for assuring that materials are being used in classroom instruction in accordance with the District policies. If supplementary materials are considered for use at the school or classroom level, those materials must meet all criteria for selection referenced in Section V of this policy and receive the approval from the Superintendent or designee.

C. Teachers are responsible for participating in and providing input to the review and selection process. Once materials are adopted, teachers must understand the content and application of these materials and use the materials to ensure learning.

D. Administrators responsible for Curriculum and Instruction shall provide opportunities to parents and students to review and give input on text/material evaluations. Once materials are adopted, staff development will be provided so that all teachers can successfully implement and differentiate new instructional materials.

E. A systems accountability committee shall provide assistance at the request of the Superintendent or designee. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its learning sites, and shall include parent, teacher, support staff, student, community residents, and administration representation.

F. Selection of library materials is governed by the Library Media Materials Selection Policy.

V. CRITERIA FOR SELECTION

Professional staff shall evaluate instructional materials based on the District, state and federal requirements, District Mission Statement, Core Values, Vision Statements and strategic direction, curriculum adoption process, and grade-to-grade connectivity. Once materials have met these threshold criteria, then staff shall consider the materials based on the following criteria:

- A. Be appropriate for the age, social development, and maturity of the users.
- B. Meet the interests, abilities, learning styles, and differentiated needs of the users.
- C. Consider the needs of the diversity of ethnic, political, cultural, and religious values held by the District's community and the pluralistic society at large.
- D. Support areas of lifetime success, such as academics, character, physical and mental health, leadership, and service.
- E. Recognize various points of view.
- F. Foster information literacy and enhance student learning through technology.
- G. Illustrate the contributions made by various groups to our national heritage and the world.
- H. Stimulate growth in factual knowledge and critical thinking.
- I. Recognize reading, writing, math, and science as a foundation in all content areas.
- J. Provide support for meaningful assessment and progress measures.
- K. Strive to be free from bias, errors, and omissions.

Within the ongoing process of curriculum development, the following needs shall be addressed:

- A. Provide for articulation of courses of study from pre-kindergarten through adult learners.
- B. Identify essential standards for each course and at each level.
- C. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
- D. Provide a program for ongoing monitoring of student progress.
- E. Provide for specific, particular, and special needs of all members of the student community.
- F. Integrate required and elective course standards in the scope and sequence of the district curriculum.
- G. Meet all requirements of the Minnesota Department of Education and other state and federal laws.

Age Appropriate Materials

The selection of both core instructional and supplementary materials must consider reputable review sources or industry-adopted rating systems to determine the age appropriateness of the materials. As a general statement, the School Board does not approve of the use of materials that rating systems, such as the Motion Picture Association of America, recommend as inappropriate for certain age groups. In the case where industry-adopted rating systems do not exist, consultation with reputable review sources shall be conducted to guide a decision on age-appropriateness.

In the event that the use of the materials is deemed of significant value to the curriculum, but ratings or reviews place the materials outside the age range of the proposed student audience, permission must be obtained from the Superintendent or designee for inclusion as a core instructional or supplementary material. This statement applies to materials in all formats, rated or unrated.

In any case where materials selected may be of questionable fit for some students in the intended audience, educators shall consult with a principal regarding parental notification and potential options for alternatives if appropriate.

Parental / Community Review of Curriculum and Instructional Materials

The School Board recognizes the right of district residents, parents and guardians of district students, adult students and district employees to examine instructional resources, and the responsibility of individual parents to monitor resources selected for their children. Such persons may require that specific instructional resources be excluded or restricted for their child. The school personnel will provide reasonable alternative instruction.

Parents can examine/view the materials at school sites or the district media services office. Parents should call ahead to arrange to have materials available and prepared for their review.

VI. RECONSIDERATION OF CORE INSTRUCTIONAL OR SUPPLEMENTARY MATERIALS

Statement of Policy

Any employee, resident or parent/guardian of a student of the Anoka-Hennepin School District may formally request the reconsideration of instructional materials on the basis of appropriateness.

Informal Request for Reconsideration

The school receiving a complaint regarding instructional materials shall try to resolve the issue informally.

The principal or educator shall explain to the questioner the school's selection procedure,

criteria, and qualifications of those selecting the resource.

The principal or educator shall explain the particular place the questioned material occupies in the education program, its intended educational usefulness, and additional information regarding its use.

A parent/guardian may request that a material be restricted from his/her child, and a reasonable alternative experience shall be provided by the school staff.

If the questioner wishes to file a formal request for reconsideration, a copy of the District's Instructional Materials Selection Policy and a Request for Reconsideration of Instructional Materials form shall be given to the questioner.

Request for Formal Reconsideration

Each school will keep and make available Request for Reconsideration of Instructional Materials forms. All formal objections to instructional materials must be made on these forms.

The Request for Reconsideration of Instructional Materials form shall be signed by the questioner and filed with the school's principal.

All reconsideration requests shall be presented to the building principal or educator. The party receiving the complaint shall notify the following people:

- Building principal
- Central Office administrator with instructional oversight
- Department chairperson / Team or grade leader (if applicable)
- Teacher (if applicable)

The request for reconsideration shall be referred to a reconsideration committee at the school level for reevaluation of the resource.

Access to the material in question shall not be restricted during the reconsideration process, unless the Superintendent has determined that removal is warranted due to clear violation of this policy.

School Reconsideration Committee

Upon receipt of a request for formal reconsideration of instructional material, the principal shall:

- Appoint a reconsideration committee including the following membership as appropriate:
 - One representative of district administration
 - One representative of building-level administration
 - One member of the school teaching staff
 - One representative of the library media program

- Three members representing the school community
- Two student representatives (if appropriate)
- Name a convener / facilitator of the reconsideration committee.
- Schedule the first committee meeting within 10 school calendar days after the complaint is received.

The reconsideration committee may choose to consult District support staff and/or community persons with related professional knowledge.

The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in this policy.

The reconsideration committee shall:

- Read or view the challenged material in its entirety;
- Determine professional acceptance by reading critical reviews of the material;
- Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context;
- Discuss the challenged material in the context of the educational program;
- Discuss the challenged material with the individual questioner when appropriate;
- Prepare a written report with the committee's recommendation to retain or remove the material. The major criterion for the final decision is the appropriateness of the material for its intended educational use.
- A minority report may also be filed in the case of dissenting opinions.
- The written reports shall be retained by the school principal with copies forwarded to the Superintendent.

District-Level Review

Upon receipt of the building committee's reports, the Superintendent will convene an ad-hoc District Materials Review Committee consisting of appropriate employee representation. The Superintendent will also appoint a facilitator for the meetings.

The role and purpose of a District Materials Review Committee will be to:

- Review the recommendations from the building committee.
- Confirm that proper procedures were adhered to at the building-level.
- Determine what, if any, impact the building recommendation may have on the material if in existence in any other site(s).
- Make a final determination to uphold or reject the building committee's recommendations on the material in question.
- Communicate the decision to the Superintendent in writing.
- Communicate the decision to the principal that facilitated the building committee.

The Superintendent will both:

- Notify the questioner of the decision in writing no later than 10 working days of notification of the Committee's decision.
- Notify the School Board, in writing, of the decision no later than 10 working days after being informed of the Committee's decision.

First Appeal

An appeal may be filed by the original questioner within 10 working days of the receipt of the district's decision.

Special Committee

If appealed, the School Board Chair will appoint a Special Committee that will conduct a formal review of materials including the work conducted by previous bodies to date. This committee will vote to sustain or reject the previous decision. A tie vote will sustain the previous decision. The decision of the Special Committee shall be delivered in writing to the School Board and to the original questioner within 5 working days of a decision.

Second Appeal

The original questioner may appeal the decision of the Special Committee directly to the School Board within 10 working days of the notification.

School Board Review

If appealed, the School Board will conduct a process to gather input and weigh opinions on the material as a whole and make a final decision on the placement of the materials. A tie vote of the School Board shall sustain the Special Committee's decision. The School Board decision shall be final.

The original questioner will be notified of the School Board decision within 5 working days of the board meeting.

Anoka-Hennepin School District No. 11

Anoka, MN 55303

Adopted: May 9, 2011

Revised: March 24, 2014

FAMILY LIFE - HEALTH EDUCATION
(Minnesota Department of Education 3500.1075)

Anoka-Hennepin Independent School District No. 11 shall be in compliance with Minnesota Department of Education rules relating to program level learner outcomes regarding the following:

Understand how and apply prevention strategies to control sexually transmitted diseases including Human Immunodeficiency Virus infection (HIV) and Acquired Immunodeficiency Syndrome (AIDS) and other infectious diseases;

Understand and apply behaviors that promote positive sexual and reproductive practices.

An information letter shall be given to parents at parent-teacher conference time. For those students scheduled to receive instruction prior to the parent-teacher conferences, or if a parent does not attend the conference, the letter will be sent to the parent's home. In all cases, parents and/or guardians of each student will be notified in writing prior to the commencement of the instructional program which addresses the above outcomes. Parents should clearly understand that they have the right to have their child excused from the instruction through an "opt out" procedure.

Parents and/or guardians may file a written request excusing their child or children from the instruction offered by the school district. When the student is excused, an alternate educational assignment shall be arranged for the student with the approval of the building principal. Requests for an exclusion from district instruction shall be treated with sensitivity and respect. The district shall provide a list of possible, but not all, alternatives for use by those families who choose to "opt out" of classroom instruction.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted August 12, 1991
Revised February, 1994

MIDDLE SCHOOL COURSE OF STUDY

All listed courses are required unless specified as electives.

	GRADE 6	GRADE 7	GRADE 8
1	Integrated Language Arts (ILA)	Integrated Language Arts (ILA)	Integrated Language Arts (ILA)
2	Integrated Language Arts (ILA)	Integrated Language Arts (ILA)	Math
3	Math	Math	Earth Science 8
4	Physical Science 6	Life Science 7	Social Studies 8
5	Social Studies 6	Social Studies 7	Elective
6	Music Phy. Ed.	FACS Tech. Ed.	Elective Elective
7	Art Health	Elective Elective	Elective Elective

Anoka-Hennepin School District No. 11
 Coon Rapids, MN 55433
 Adopted July 8, 1985
 Revised July, 1992
 Revised May 23, 2011

PHYSICAL AND HEALTH EDUCATION INSTRUCTION
(Minnesota Statutes 126.02)

Subdivision 1. Instruction required in public schools. There shall be established and provided in all the public schools of this state, physical and health education, training, and instruction of pupils of both sexes. Every pupil attending any such school, to the extent physically fit and able to do so, shall participate in the physical training program. Suitable modified courses shall be provided for pupils physically or mentally unable or unfit to take the courses prescribed for normal pupils. No pupil shall be required to undergo a physical or medical examination or treatment if the parent or legal guardian of the person of such pupil shall in writing notify the teacher or principal or other person in charge of such pupil of an objection to such physical or medical examination or treatment; provided that secondary school pupils in junior and senior years need not take the course unless required by the local school board.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Revised January, 1991

RESPECTFUL LEARNING ENVIRONMENT – CURRICULUM POLICY

The Board is committed to providing a safe and respectful learning environment and to providing an education that respects all students and families.

It is the professional responsibility of the teacher to follow the Board-adopted curriculum, which is designed to meet Minnesota state standards.

Political, religious, social, or economic issues may become contentious in a learning environment in which conflicting views are held by a broad segment of people in our schools, our community, and the nation.

It is not the District's role to take positions on these issues. Teachers and educational support staff shall not attempt in the course of their professional duties to persuade students to adopt or reject any particular viewpoint with respect to these issues.

Curricular discussions of such issues shall be appropriate to the maturity and developmental level of students; be of significance to course content; and be presented in an impartial, balanced and objective manner, allowing respectful exchange of varying points of view. Lessons shall be designed to help students think critically and develop decision-making skills and techniques for examining and understanding differing opinions.

In the course of discussions of such issues, district staff shall affirm the dignity and self-worth of all students, regardless of their race, color, creed, religion, national origin, sex/gender, marital status, disability, familial status, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status.

Anoka-Hennepin District No. 11
Anoka, MN 55303
Adopted: February 13, 2012
Revised: November 12, 2014

EQUAL ACCESS INTERPRETATION, IMPLEMENTATION, IMPLICATIONS

Since its adoption on June 12, 1976, the School Board's goal of "equal access" has provided direction for secondary curriculum development with the interpretation that it means consistency in the curriculum, in the instructional materials provided to assist students in mastering course objectives, and in the manner in which attainment of course objectives will be measured. To this end, the process for a continuous five-year curriculum review cycle was developed, and implementation commenced in 1978-79. Subsequently, three subject area curriculae have been reviewed annually. After completion of the first five-year cycle, the process was integrated with North Central Accreditation.

Consistency implies:

1. A curriculum guide exists for each department containing a course outline for each course offered therein.
2. A single course outline written by teachers containing mutually agreed upon objectives exists for each course contained in the curriculum guides.
3. Universal textbook adoptions for each course will be made upon recommendation of a selection team of teachers led by the respective consultant.
4. End-of-course tests will be developed for all courses.
5. All courses are entered in the common junior and senior high school registration guides.
6. Where physically possible, all courses in the registration guides are available to all students.
7. Courses are offered at the same grade levels in all schools.

Consistency does not imply:

1. Courses which are not available in all schools will be dropped.
2. There is no provision for flexibility in course outlines.
3. There is no provision for a variety of instructional materials. Course outlines contain many optional supplementary materials.
4. There is no provision for teacher creativity and variation in instructional approaches. However, teachers are responsible for course objectives being learned.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
April, 1987

MULTICULTURAL/GENDER FAIR CURRICULUM: POLICY

In accordance with the State Board of Education Multicultural/Gender Fair Curriculum Rule 3500.0550 (12/13/88), it is the policy of Anoka-Hennepin Independent School District No. 11 that all students gain an understanding and appreciation of:

- a. the cultural diversity of the United States;
- b. the historical and contemporary contributions of women and men to society;
- c. the historical and contemporary contribution to society by handicapped persons; and
- d. the historical and cultural diversity of all races and cultures with special emphasis on Native Americans, Alaskan natives, Asian Pacific Americans, African Americans, and Hispanic Americans.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted January 22, 1990

HIGH POTENTIAL PROGRAM RATIONALE AND PHILOSOPHY

RATIONALE

American educational philosophy provides that all students should have the same opportunity to receive an appropriate education. This suggests that school programs should be as individualized or as prescriptive as possible, in order to best accommodate the great range of abilities to be found in and among learners. It has long been known that individual students vary too much for any single instructional approach or strategy to be completely effective for all. The response to this reality has generally been the creation of supplemental or special programs for those whose characteristics in one way or another significantly depart from the norm.

Many educators, legislators, and parents have long been concerned that the learning opportunities provided for our most capable and/or creative students are inadequate. Inadequate in the sense that they do not sufficiently challenge or provide this group with opportunities for appropriate expression. They feel that programs designed for groups of students whose academic and nonacademic abilities are at the norm cannot adequately meet the needs of those individuals whose abilities are at an extreme, and that a better match is needed between the characteristics of these students and the nature of instructional programs provided for them.

In supporting these beliefs, there is an enormously large body of research which underscores the differences between average learners and those at the highest level of ability. Much of this research specifically demonstrates that high ability or exceptionally creative youngsters function better in, and learn far more from, programs which are geared to their level of learning, and which provide adequate competitive and interactive opportunities.

Following the lead of the United States Department of Education, the Minnesota State Legislature, and the Minnesota Department of Education, Anoka-Hennepin School District No. 11 is committed to make every reasonable effort to meet the special educational needs of all appropriately identified students of high potential. Such a commitment is to be carried out in a curricular program whose planning and operation will reflect a broad base of informed opinion, and which will be subject to regular evaluation and refinement.

PHILOSOPHY

In regard to the High Potential Program, Anoka-Hennepin School District No. 11 is committed to:

1. Provide a district-wide K-12 educational program which will enable each high potential student to develop his/her academic and nonacademic areas of potential to the fullest.
2. Encourage the emerging individuality of each student, while at the same time developing discipline and responsibility to self and to society.
3. Develop community awareness of the special abilities and needs of high potential students, and of the school district's program for these individuals.
4. Provide appropriate staff development for those teachers who will work either directly or indirectly with high potential students.

5. Develop a selection/identification system which is based on several appropriate criteria, one of which will be suitable testing, which will be consistent throughout the district and which will focus on single as well as multiple areas of special ability.
6. Develop an administrative design for the program which will be sufficiently uniform in the district to ensure consistency and fairness from school to school, and which will at the same time be flexible enough to accommodate some degree of local differences.

In conclusion, it is the intent of the School Board to establish suitable programming for high potential students as an integral part of the total educational process in Anoka-Hennepin School District No. 11. This programming will accommodate the needs of the high potential population within the district through the use of conventional as well as special instructional approaches. As in all cases, however, the development and operation of the program is contingent upon the availability of adequate resources. The development of special programming for high potential students exemplifies District No. 11's commitment to provide the best possible education for all students.

Anoka-Hennepin School District No. 11
Coon Rapids, MN 55433
Adopted February 1981

POLICY ON SELECTION AND RECONSIDERATION OF INSTRUCTIONAL MATERIALS AND RESOURCES

1.0 Definition

- 1.1 For purposes of this policy and related regulations and procedures, instructional materials and resources are defined as anything which is read, listened to, manipulated, observed or experienced by students as part of the instructional process. Resources may be consumable or non-consumable, and may vary greatly. Instructional materials and resources include, but are not limited to, textbooks, teacher manuals, kits, games, computer software, apparatus, media collection of library books, films, filmstrips, periodicals posters, charts, speakers (from inside or outside the school district), photographs, records, audio and video tapes, compact discs, slides, microfilms, computerized data bases, telecommunications access and other print and non-print resources.

2.0 Selection Philosophy

- 2.1 District 11 will provide students with a wide range of learning materials and resources at varied levels of difficulty, age appropriateness, and point of view.
- 2.2 The Board supports the principles of the First Amendment of the Constitution of the United States and policy adopted by the Minnesota Board of Education entitled "A Policy on the Freedom to Teach, to Learn and to Express Ideas in the Public Schools."

3.0 Purpose for Selection of Instructional Materials and Resources

- 3.1 To provide core/supplementary materials which support and are consistent with the District's curriculum as well as the varied interests.

4.0 Selection of Instructional Materials and Resources

- 4.1 The Superintendent shall establish policies and procedures for selection of instructional materials and resources. Administration shall be directed by the superintendent to carry out these policies and procedures.
- 4.2 District-level selection of core/supplementary materials follows the District's instructional program improvement process which includes North Central Evaluation (secondary only) and a curriculum study process. The curriculum review cycle is in compliance with the Systems Accountability Committee (SAC) law as well as State Board adopted standard procedures for district planning, evaluating and reporting. Guidelines and procedures which direct this process are found in the District Curriculum Handbook.
- 4.3 The district must maintain an inclusive educational program (Minnesota Rules, Chapter 3500.0550). An inclusive educational program is one that employs a curriculum developed and delivered so that students and staff gain an understanding and appreciation of races, cultures and contributions of men, women, and handicapped persons.

- 4.4 Buildings or teachers may select supplementary materials for purposes of motivating students, enriching students, or extending practice opportunities. These materials must be consistent with the District's instructional goals and the District's scope and sequence for the subject area and adhere to the district policy on supplementary material selection. Supplementary materials, including print, audio visual, and telecommunications, should be age appropriate, comply with copyright and usage laws, and use instructional time in an effective manner.
- 4.5 District-level core/supplementary materials may be written and produced within the district. This may occur if district produced materials are potentially more effective than commercially produced materials, meet district selection criteria more adequately, and can be developed in a more timely and cost effective manner.
- 4.6 The Board does not approve of the use of movies/videos containing vulgar or profane language, nudity, sexually explicit scenes, or violence which are educationally inappropriate for classroom purposes.

Accordingly, it is the general policy of the Board that movies/videos rated "R" are not appropriate for secondary school level students and that movies/videos rated "PG-13" are not appropriate for middle and elementary school level students because such movies/videos may contain vulgar or profane language, nudity, sexually explicit scenes, or violence which are educationally unsuitable or inappropriate for the particular student groups. This policy includes, but is not limited to "R" or "PG-13" rated movies/videos, and therefore other movies/videos which are not rated or contain no rating may also be considered educationally unsuitable for particular student groups due to vulgar or profane language, nudity, sexually explicit scenes, or violence. In order to ensure that those movies/videos which are not rated and are currently used in the curriculum comply with this policy, it is expected that those titles be reviewed by Department Leaders and Instructional Facilitators within the middle and secondary school levels and by the Curriculum Committee within the elementary school levels.

In the event, however, that an "R" or "PG-13" movie/video is recommended as appropriate for classroom use due to its value to the curriculum, approval may only be granted if those portions of the movie/video containing vulgar or profane language, nudity, sexual explicit scenes, or violence which are deemed to be educationally unsuitable for the students have been edited from the movie/video. Approval for the use of such movies/videos must be given by the building Principal and the Associate Superintendent for Instructional Support Services; if approval is denied, a request for reconsideration may be appealed to the Superintendent for a final determination. In addition, notification must be given to the parents and/or guardian by the teacher. This notification should be given at the beginning of the semester/quarter that the movie/video is to be shown and should include information regarding the purpose and content of the movie/video. Absent extenuating circumstances, notification should not be less than 15 days.

- 4.7 Approved pilot courses will be treated as district-adopted courses in reference to instructional materials.
- 4.8 Selection of media materials is governed by the Media Materials Selection Policy (referenced).

5.0 Reconsideration of Instructional Materials and Resources

- 5.1 The district recognizes the right of district residents, parents and guardians of district students, adult students and district employees to examine instructional resources, and the responsibility of individual parents to monitor resources selected for their children. Such persons may require that specific instructional resources be excluded or restricted for their child (M.S. 126.666 subd. 1(7), Review of Content of Instructional Materials).
- 5.2 Parents can examine/view the materials at school sites or the district media services office. Parents should call ahead to arrange to have materials available and prepared for their review.
- 5.3 Administration and teachers will follow a pre-determined process for responding to opt-out requests by parents for their own children (M.S. 121.608). (Reference to district policy).
- 5.4 Persons may request that specific instructional materials or resources be excluded or restricted not only for their child but for all children. Administration will follow a pre-determined process for such reconsideration requests. If the materials or resources in question are building-selected supplementary materials, the person submitting the request will complete the appropriate Reconsideration Request Form and submit it to the principal. If the issue is not resolved to participants' satisfaction at the school level with the principal, teacher and complainant, the Reconsideration Request Form will be forwarded by the principal to the Associate Superintendent for Instructional Support Services. The Reconsideration Request Committee will then consider the request.
- 5.5 If the materials or resources in question are district-level core/supplementary materials, the principal will forward the Reconsideration Request Form directly to the Associate Superintendent for Instructional Support Services. The Reconsideration Request Committee will consider the request.
- 5.6 The materials/resources in question will remain in use throughout the review process.

6.0 Membership on the Reconsideration Review Committee

- 6.1 Two committees will be formed to consider requests. An elementary committee will be identified to review K-5 requests, and a secondary committee will be identified to review 6-12 requests. The Associate Superintendent for Instructional Support Services will identify members for these committees.
- 6.2 The K-5 committee will include: four residents, one per cluster, appointed by the Superintendent; one K-5 teacher, appointed by the representative teachers' organization (excluding teachers from the building of the challenge); an instructional facilitator, appointed by the Associate Superintendent for Instructional Support Services; the Instructional Services Coordinator; and an elementary principal, appointed by the Superintendent. The residents shall not have any direct relationship with the district or a district school, such as an employee, substitute employee or consultant.

- 6.3 The 6-12 committee will include: four residents, one per cluster, appointed by the Superintendent; one 6-12 teacher, appointed by the representative teachers' organization (excluding teachers from the building of the challenge); an instructional facilitator, appointed by the Associate Superintendent for Instructional Support Services; the Instructional Services Coordinator; and a secondary principal, appointed by the Superintendent. The residents shall not have any direct relationship with the district or a district school, such as an employee, substitute employee or consultant.
- 6.4 Committee membership will be a 2-year term, with the possible exception of teachers or principals from buildings of the challenge.

7.0 Reconsideration Review Committee Procedures

- 7.1 The Reconsideration Review Committee will be convened when a Reconsideration Request is forwarded from the building principal. The Committee will be convened by the Associate Superintendent for Instructional Support Services.
- 7.2 If a formal complaint is filed about materials/resources that have been selected or reconsidered within the past three years, the complainant will be given a copy of the board-approved review or the Reconsideration Review Committee's findings. The current complaint will then become part of the next curriculum review study process.
- 7.3 The Committee will review the resource in question, taking into consideration the criteria used to select the resource originally and the quality of the material as a whole (not just the issues presented by the person filing the request). The Committee may arrange for testimony from expert/authorities on the subject.
- 7.4 The Committee will provide an opportunity for the person bringing the challenge to present his/her rationale for the complaint.
- 7.5 The Committee will discuss the alternatives at a meeting which members of the public may observe, and come to a decision concerning the acceptability of the resource for individual students and for elementary, middle or high school students. Committee members will vote, and a record of the vote tally will be kept. In case of a tie vote, the complaint will be denied.
- 7.6 The action taken, with accompanying rationale, will be communicated in writing to the person involved with and affected by the request by the Associate Superintendent for Instructional Support Services. The Associate Superintendent will inform Board members, principals, facilitators, and teachers of the decision and take any actions necessary to implement the decision.
- 7.7 If parties requesting reconsideration are not satisfied with the decision of the district committee, an appeal may be submitted to the School Board via the Superintendent within five working days of notification.

Anoka-Hennepin District No. 11
 Coon Rapids, MN 55433
 Adopted February 14, 1977
 Revised January 9, 1995
 Revised April 10, 1995

RECONSIDERATION REQUEST FORM

To be completed by the person requesting reconsideration:
Please fill in the information requested and respond to the following questions.
If more space is needed, use additional sheets of paper.

Request initiated by _____ Phone _____

Address _____ City _____ Zip _____

Requestor represents: Self _____ Others (specify) _____

Organization or group (specify) _____

Title of questioned resource _____

Author or creator _____

Publisher or producer _____

Copyright Type of resource (book, videotape, etc.) _____

1. In which school, class, grade level and subject area can this instructional resource be found?

2. How did you become aware of this resource?

3. Did you read, view, listen to or observe all the resource in question? If not, what parts did you read, view, listen to or observe?

4. Do you need help obtaining a copy of the resource for you to review? _____

5. To what do you object? Please be specific. _____

6. Please comment on the resource as a whole. _____

7. What action do you recommend that the district take on this resource? (Circle appropriate letter.)

- a. Present it at a different grade level.
- b. Do not assign or recommend it to my child.
- c. Withdraw it from all students.
- d. Other (specify)

8. Who have you discussed your concern within the district (teacher, principal, etc)? _____

9. Do you wish to make comments at the Reconsideration Review Committee meeting? _____

Signature _____ Date _____

PLEASE RETURN THIS FORM TO YOUR PRINCIPAL

Received by principal: Signature _____ School _____
 Date _____

TO BE COMPLETED BY PRINCIPAL: Please respond to the following questions.
--

Did you offer an alternative instruction option to this person? _____

If yes, what was his or her response? _____

If not, why not? _____

PRINCIPAL: RETURN THIS COMPLETED FORM TO THE ASSOCIATE SUPERINTENDENT
 FOR INSTRUCTIONAL SUPPORT SERVICES

Received by Associate Superintendent:

Signature _____ Date _____

Anoka-Hennepin District No. 11
 Coon Rapids, MN 55433
 Adopted February 14, 1977
 Revised January 9, 1995

ANOKA-HENNEPIN INDEPENDENT SCHOOL DISTRICT NO. 11 DISTRICT LIBRARY MEDIA MATERIALS SELECTION POLICY

Purpose

The purpose of this policy is to provide direction for selection and reconsideration of library materials in the Anoka-Hennepin Independent School District library media programs.

Statement of Policy

The policy of the Anoka-Hennepin School District School Board is to provide a wide range of library materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers.

Definitions

Library media center – a school library that serves the information needs of its students and the curriculum needs of its teachers and staff.

Library media materials – all items purchased by a school library to satisfy the information and curriculum needs of students, including books, newspapers, periodicals, electronic resources, reference materials, maps, nonprint media, equipment, and supplies.

Library media specialist - a licensed teacher trained to deliver library services to students and staff in a school library media center.

Collection - the total accumulation of books and other materials owned by a library, cataloged and arranged for ease of access, often consisting of several smaller collections (reference, circulating books, serials, government documents, special collections, etc.)

Collection Development – the process of building a library collection over an extended period of time.

Selection – the process of deciding which materials should be added to a library collection.

Weeding - the process of examining items in a library collection title by title to identify for permanent withdrawal those that meet pre-established criteria.

Reconsideration – a complaint lodged by a citizen concerning the inclusion of a specific item (or items) in a school library collection.

Responsibility for Selection of Materials

The Anoka-Hennepin Independent School District No. 11 School Board is legally responsible for the selection of all materials used in the schools. The responsibility for the selection of library media center materials is delegated to the building library media specialist. Teachers, instructional and curriculum facilitators, principals, and students are called upon for their ideas regarding specific materials needed in a field of specialization.

Criteria for Selection of Educational Materials

Needs of the individual school based on knowledge of the curriculum and the existing collections are given first consideration.

Materials for purchase are considered on the basis of:

- appropriateness of content for student age group
- usefulness of content
- absence of cultural, racial, or sexual bias
- quality, accuracy, objectivity, and currency of information
- organization and presentation of content
- degree of readability and/or comprehensibility
- degree of potential user appeal
- artistic quality and/or literary style
- quality of format
- values commensurate with cost and/or needs
- individuality of item regardless of series

All materials, when considered as a whole, should:

- implement, enrich, and support the curriculum, taking into consideration the individual student needs, varied interests, abilities, socio-economic backgrounds, and maturity levels.
- reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.
- be that which encourages growth and knowledge, and that which develops literacy, cultural and aesthetic appreciation and ethical standards.
- present all points of view concerning the problems and issues of our times.

Procedures for Selection

In selecting media materials for purchase, the library media specialist will evaluate the existing collection and consult reputable, unbiased, professionally prepared selection aids and specialists from all applicable departments and/or all grade levels. Additional considerations to be made by the library media specialist include:

- purchasing, as needed, multiple copies of outstanding and high-demand materials.
- carefully examining sets of media materials before purchasing.

Review Sources

The following is a recommended list of reputable review sources:

- Book Links
- Book Report
- Booklist
- Bulletin of the Center for Children's Books
- Common Sense Media
- Horn Book
- Kirkus
- Library Journal
- Library Media Connection
- New York Times
- Publishers Weekly
- School Library Journal
- Voice of Youth Advocates
- Wilson's (Children, Fiction, Junior High School, Senior High School)
- Subject area professional journals (i.e. The Science Teacher)

Donations

Materials donated to the library media center should be selected or rejected based upon the selection criteria defined in this policy.

Procedures for Withdrawal of Library Media Center Materials

Collection development is an ongoing process which also includes weeding or removal of materials that no longer contribute to the overall goals of an informative, interesting and accurate collection. Library media specialists, in conjunction with appropriate faculty will at least annually review the library media center collection and remove materials that:

- Contain outdated or inaccurate information
- Are no longer considered useful for curricular support or reading enrichment
- Have not been checked out for extended periods of time
- Are in poor physical condition

Materials removed from library media centers will be collected centrally and donated or discarded if no additional use is found.

Materials Used as Instructional Materials or in Extra-Curricular Programming

Materials selected and housed in the collection may be used as classroom instructional materials or as a part of an extra-curricular program or opportunity for students. Any use of these materials shall follow policies related to supplementary materials.

Part 2: Procedures for Reconsideration of Materials

Statement of Policy

Any employee, resident or parent/guardian of a student of the Anoka-Hennepin School District may formally request the reconsideration of library materials on the basis of appropriateness.

Informal Request for Reconsideration

The school receiving a complaint regarding library media materials shall try to resolve the issue informally.

The principal or library media specialist shall explain to the questioner the school's selection procedure, criteria, and qualifications of those selecting the resource.

The principal or the library media specialist shall explain the particular place the questioned material occupies in the education program, its intended educational usefulness, and additional information regarding its use.

The library media specialist may, in consultation with the principal and others, determine that the material no longer meets the criteria for selection in this policy and may determine to remove the material from the library collection.

A parent/guardian may request that a material be restricted from his/her child, but that request shall not be deemed a request to remove the material from the library.

If the questioner wishes to file a formal request for reconsideration, a copy of the District's Library Media Materials Selection Policy and a Request for Reconsideration of Library Materials form shall be given to the questioner.

Request for Formal Reconsideration

Each school will keep and make available Request for Reconsideration of Library Materials forms. All formal objections to library media materials must be made on these forms.

The Request for Reconsideration of Library Materials form shall be signed by the questioner and filed with the school's principal and the library media specialist.

All reconsideration requests shall be presented to the building principal, teacher, or library media specialist. The party receiving the complaint shall notify the following people:

- Building principal
- Building library media specialist
- Central Office administrator with library oversight
- Department chairperson / Team or grade leader (if applicable)
- Teacher (if applicable)

The request for reconsideration shall be referred to a reconsideration committee at the school level for reevaluation of the resource.

Access to the material in question shall not be restricted during the reconsideration process, unless the Superintendent has determined that removal is warranted due to clear violation of this policy.

School Reconsideration Committee

Upon receipt of a request for formal reconsideration of instructional material, the principal shall:

- Appoint a reconsideration committee including the following membership as appropriate:
 - One representative of district administration
 - One representative of building-level administration
 - One member of the school teaching staff
 - One representative of the library media program
 - Three members representing the school community
 - Two student representatives (if appropriate)
- Name a convener / facilitator of the reconsideration committee.
- Schedule the first committee meeting within 10 school calendar days after the complaint is received.

The reconsideration committee may choose to consult District support staff and/or community persons with related professional knowledge.

The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in this policy.

The reconsideration committee shall:

- Read or view the challenged material in its entirety;
- Determine professional acceptance by reading critical reviews of the material;
- Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context;
- Discuss the challenged material in the context of the educational program;
- Discuss the challenged material with the individual questioner when appropriate;
- Prepare a written report with the committee's recommendation to retain or remove the material. The major criterion for the final decision is the appropriateness of the material for its intended educational use.
- A minority report may also be filed in the case of dissenting opinions.
- The written reports shall be retained by the school principal with copies forwarded to the Superintendent.

District-Level Review

Upon receipt of the building committee's reports, the Superintendent will convene an ad-hoc District Materials Review Committee consisting of appropriate employee representation. The Superintendent will also appoint a facilitator for the meetings.

The role and purpose of a District Materials Review Committee will be to:

- Review the recommendations from the building committee.
- Confirm that proper procedures were adhered to at the building-level.
- Determine what, if any, impact the building recommendation may have on the material if in existence in any other site(s).
- Make a final determination to uphold or reject the building committee's recommendations on the material in question.

- Communicate the decision to the Superintendent in writing.
- Communicate the decision to the principal that facilitated the building committee.

The Superintendent will both:

- Notify the questioner of the decision in writing no later than 10 working days of notification of the Committee's decision.
- Notify the School Board, in writing, of the decision no later than 10 working days after being informed of the Committee's decision.

First Appeal

An appeal may be filed by the original questioner within 10 working days of the receipt of the district's decision.

Special Committee

If appealed, the School Board Chair will appoint a Special Committee that will conduct a formal review of materials including the work conducted by previous bodies to date. This committee will vote to sustain or reject the previous decision. A tie vote will sustain the previous decision. The decision of the Special Committee shall be delivered in writing to the School Board and to the original questioner within 5 working days of a decision.

Second Appeal

The original questioner may appeal the decision of the Special Committee directly to the School Board within 10 working days of the notification.

School Board Review

If appealed, the School Board will conduct a process to gather input and weigh opinions on the material as a whole and make a final decision on the placement of the materials. A tie vote of the School Board shall sustain the Special Committee's decision. The School Board decision shall be final.

The original questioner will be notified of the School Board decision within 5 working days of the board meeting.

Anoka-Hennepin District No. 11

Anoka, MN 55303

Adopted December 24, 1980

Revised January 28, 1987

Revised January 9, 1995

Revised March 24, 2014

ANOKA-HENNEPIN INDEPENDENT SCHOOL DISTRICT NO. 11
CITIZEN'S REQUEST FOR RECONSIDERATION OF ANY MEDIA ITEM

We request that you complete this form and return it to your building Principal.

Name: _____ Date: _____

Address: _____ Phone: _____

City: _____ State: _____ Zip Code: _____

School Building: _____

1. Resource on which you are commenting:

_____ Book _____ Audiovisual media materials _____ Periodical _____ Other

Title: _____

Author/Producer: _____

1. Have you read or viewed whole item? Review or react to item in entirety.

2. Please comment on the resource as a whole as well as being specific on those matters which concern you. Please attach additional page if necessary.

3. What do you believe is the theme of this item?

4. To what do you object? (Please be specific: cite portion of pages.)

5. What would you like the school to do about this item?

Signature of Complainant

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted December 24, 1980
Revised January 28, 1987
Revised January 9, 1995

ANOKA-HENNEPIN SCHOOL DISTRICT NO. 11
REPORT OF REEVALUATION COMMITTEE

Author: _____ Type of Resource: _____

Title: _____

This decision was made on the _____ day of _____, 19____

FINDINGS OF FACT: _____

DECISION: _____

Report submitted by:

Signatures of Committee Members:

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted December 24, 1980
Revised January 28, 1987
Revised January 9, 1995

EARLY CHILDHOOD SPECIAL EDUCATION POLICY

Early Childhood Special Education is a program providing services for children with disabilities to children from birth to age 7. The federal government has designated pervasive development disorder as the disability category for those children from birth to age 7 who demonstrate marked delays in normal child growth and development when there is not an identifiable condition which is known to hinder normal development.

The Reauthorization of the Individuals with Disabilities Education has allowed states the option of expanding the disability category of Early Childhood Special Education to age 9. The State of Minnesota has decided that each school district must establish a policy which determines the age of service for the Early Childhood Special Education program.

Policy Statement for Early Childhood Special Education

It is the policy of the Anoka-Hennepin Independent District #11, that every child age birth to 7 who demonstrates a substantial delay or identifiable physical or mental condition known to hinder normal development for which no other disability category can be identified, shall receive appropriate special education and related services under the category of Developmental Delay.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted September 14, 1998
Revised September 27, 1999

DISTRICT GRADUATION REQUIREMENTS

Purpose

The purpose of this policy is to set forth all requirements for graduation from the district.

Credit and Course Requirements by Graduating Class

If a course is required for graduation, the prerequisites of that course are also required. Honors, Advanced Placement, College in the Schools, and other more rigorous courses may be substituted for these requirements.

<u>2012 and 2013 Graduates Requirements</u>	<u>Credits</u>
English	4
English 9, English 10, English 11, English 12	
Social Studies	4
Government, US History, Global Studies, Economics, Politics & Law	
Mathematics.....	3
Geometry, Statistics, math electives (Algebra II recommended)	
Science	3
Biology	
Health	0.5
Health	
Physical Education.....	1
Physical Education I, Physical Education II	
Arts Choice	1
Electives.....	11
Total Credits	27.5

<u>2014 and after Graduates Requirements</u>	<u>Credits</u>
English	4
English 9, English 10, English 11, English 12	
Social Studies	4
Government, US History, Global Studies, Economics, Politics & Law	
Mathematics.....	3
Algebra II, Statistics	
Science	3
Chemistry, Biology	
Health	0.5
Health	
Physical Education.....	1
Physical Education I, Physical Education II	
Arts Choice	1
Electives.....	10.5
Total Credits	27

Testing Requirements by Graduating Class

2012 and 2013 Graduates Requirements

GRAD Writing – Passing score on the GRAD writing assessment

GRAD Reading – Passing score on the GRAD reading assessment

GRAD Math – Passing score on GRAD math assessment, **OR** Meeting an alternative path including completion of required math coursework, district prescribed remediation plan, and at least 2 retests

2014 and after Graduates Requirements

GRAD Writing – Passing score on the GRAD writing assessment

GRAD Reading – Passing score on the GRAD reading assessment

GRAD Math – Passing score on the GRAD math assessment

Legal References:

M.S. 125A.04 - High School Diploma

M.S. 120B.07 - Early Graduation

M.S. 120B.11 – School District Process for Reviewing Curriculum, Instruction, and Student Achievement

Minnesota Rules: Chapter 3501 – Graduation Standards

Anoka-Hennepin District No. 11

Coon Rapids, MN 55433

Revised August 22, 1994

Revised March 7, 2011

Revised June 11, 2012

HONORS COURSES/RECOGNITION

More courses should be designated as "honors" courses. A committee (which includes district facilitators) acts as a screening board for courses nominated for honors status.

Honors courses shall meet the following requirements:

- a. Honors courses are significantly more rigorous in quality, quantity, and pacing. The material is more challenging, dealt with in more depth, and accelerated.
- b. Honors courses assume that students are willing to devote a considerable amount of time and outside study to the course.
- c. Honors courses should incorporate interpretive skills and higher level thinking skills, including analysis, synthesis and evaluation. Integration of other disciplines should be given strong consideration in any honors course designation.

Students taking honors courses will receive honors recognition and a weighted grade if they earn a grade of "C" or higher in the course.

In order to graduate with honors from Anoka-Hennepin, the following criteria must be met:

Highest Honors - At least 3.9 weighted GPA. Students must take at least 10 credits in honors courses from two or more departments during their high school career. At least two credits must be taken during the senior year.

High Honors - At least 3.6 weighted GPA. Students must take at least six credits in honors courses during their high school career. At least one credit must be earned during the senior year.

Honors - At least 3.3 weighted GPA. There are no requirements concerning honors courses for the category.

Transfer credit would be prorated based on the year the student transfers into the high school program. Students in post-secondary programs would need to apply for honors course recognition for the courses they have elected to take. Weighted program grade point averages (WT.GPA) will be used by high schools to determine graduation honors recognition, internal school recognition honors that utilize grade point average, and may be used by colleges in determining scholarship recognition.

Anoka-Hennepin District No. 11
 Coon Rapids, MN 55433
 Adopted January 11, 1988
 Revised January 29, 1991
 Revised March 7, 2011

ALC/VPC STUDENT PARTICIPATION IN GRADUATION ACTIVITIES

Any student who requests permission to enroll in an alternative program at the ALC/VPC and the student receives parent and principal approval, the student will also be granted the privilege of participating in his/her home school graduation activities. These students will be required to:

Submit formal application by February 1.

- A. Meet all graduation requirements and regulations required of all graduating seniors of the home school.
- B. Participate in all activities relating to the commencement ceremony.
- C. Receive official verification from the ALC/VPC principal that all requirements for graduation have been successfully met.

Note: Students placed in the ALC/VPC for disciplinary reasons and in accordance with due process procedures forfeit the privilege of participating in the home school graduation activities.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted 1/26/81

EARLY CHILDHOOD SCREENING

Early childhood screening is completed in Anoka Hennepin ISD 11 per Minnesota Statute 121A.17. A screening program for children over 3 years of age is offered by a team including a public health nurse, special education teacher or speech clinician. The screening includes the following components:

1. Developmental assessments
2. Hearing and vision screening or referral
3. Immunization review and referral
4. Height and weight
5. Identification of risk factors that may influence learning
6. Interview with the parent/guardian
7. Referral for assessment, diagnosis, and treatment when potential needs are identified.

Parent/guardian's may conscientiously object to screening and the screening is not then required.

Parent may also opt to have their health provider complete the screening. Parent would then need to present the completed screening form to the district when enrolling the child in kindergarten.

Anoka-Hennepin District No. 11
Coon Rapids, MN 5543
May, 1979
March 22, 2010

AWARDING CREDIT BY ASSESSMENT

Policy

Anoka-Hennepin students in grades 9-12 may earn course credit by successfully demonstrating that they have met specific requirements of courses required by the district for graduation. Students who have previously mastered the knowledge presented in a district course from information acquired through activities outside of school, previous learning, or community and work experiences may demonstrate their mastery through a formal process of credit by assessment including College Level Examination Program (CLEP), Advanced Placement (AP) assessment, or district course assessment. Credit by Assessment applicants may request the course syllabus, and materials list, as well as review the course textbook prior to completion of course criteria.

When the first student applies to receive credit for a course through an assessment process, the specific requirements for awarding the credit will be established. The same requirements will apply to other students who later request credit for that course. Requirements may be revised whenever the course is revised.

Student Responsibility

A student interested in earning credit by assessment will follow the procedures outlined in the guidelines for Awarding Credit by Assessment. The student will work with a guidance counselor, parents, and a teacher advisor to meet all of the requirements for earning the credit through this assessment process.

If the student completes the assessment process in a satisfactory manner, the student's transcript will show the course title, credit earned, and a course grade of P. The number of credits earned will be equal to the number of credits assigned to the course.

Teacher Responsibility

A teacher whom accepts a student for credit by assessment will work with the curriculum department to offer the district course assessment. If the student receives the required 80% on the assessment (part one), the teacher will inform the student of the (part two) assessments to be completed. Upon completion of both part one and two, the teacher advisor will submit the application with the passing status to the curriculum department.

Legal References:

M.S. 120B.02 Educational Expectations for Minnesota's Students

M.S. 120B.11 – School District Process for Reviewing Curriculum, Instruction, and Student Achievement

M.S. 120B.13 Advanced Placement and International Baccalaureate Programs

Anoka-Hennepin District No. 11

Coon Rapids, MN 55433

Adopted February 22, 1993

Revised June 11, 2012

Application for Awarding Credit by Assessment**To Be Completed By Student:**

Student Name _____ Home Phone _____

Street Address _____ City _____ Zip _____

Grade _____ School _____ Date _____

I am requesting permission to test out of the following course:

Please explain why you feel qualified to test out:

Student Signature _____ Date _____**To Be Completed by Parent/Guardian:**

I have reviewed the student guidelines and the above application, and I grant permission to proceed with the testing out process for the above named course.

Parent/Guardian Signature Date _____**For Office Use Only**_____
Counselor Signature _____ Date Application Received _____

Result of the Assessment Process:

(check the appropriate blank)

Course Name _____

Failed to complete process on time _____

Did not pass both assessments _____

Earned Credit _____

Number of Credits Earned _____

Curriculum Office Signature: _____

Date: _____

Copies:

white - student's file

yellow - curriculum office

pink - consultant

Anoka-Hennepin District No. 11

Coon Rapids, MN 55433

Forms Reviewed by Superintendent and Cabinet

June 11, 2012

GUIDELINES FOR AWARDING CREDIT BY ASSESSMENT

While the process of obtaining credit by assessment may be substituted for taking the course, the actual course work and instruction would provide a richer and more complete experience.

When the first student applies to receive credit for a course through an assessment process, the specific requirements for awarding the credit will be established. The same requirements will apply to other students who later request credit for that course. Requirements may be revised when the course is revised.

Process for applying and receiving credit: Grades 9-12

- A. The student will discuss the request for testing out with the school counselor and then complete the application. This process must begin at least two terms prior to the start of the regular class.
- B. Students must continue to maintain full time status in accordance with district policy.
- C. At the time the application is submitted it is assumed that the student is ready to begin the assessment process. All portions of the assessment must be completed within a two term period. The original copy of the student's application will be placed in the student's file.
- D. Students submitting an application for credit by assessment will be assigned a teacher advisor, coordinated by the talent development teaching and learning specialist. The counselor will share contact information for the teacher advisor with the student.
- E. The counselor will contact the curriculum office at the ESC once the application has been received. The talent development teaching and learning specialist, content area teaching and learning specialist or curriculum support team teacher, and a representative teacher of the course will determine the assessments and standards for awarding credit.
- F. When designing the assessments, input from at least one teacher of the course will be sought. The teacher(s) who provide(s) input may or may not be from the school where the student seeks credit.
- G. As a usual procedure the district end of course assessment, if one has been developed, would be used as the first part of the process. A predetermined passing rate will be identified for each assessment. If a student does not meet the passing rate for the part one assessment, they will not continue on to part two. At the time they are taking the assessment, students may offer a written explanation/clarification for their response to an assessment item they think is ambiguous.
- H. During the second portion of the assessment process, the student may be asked to demonstrate skills, answer questions in an interview, exhibit a portfolio of tasks, or be involved in some other performance based assessment.
- I. The teacher advisor will administer all assessments. If that assessment contains a performance component or requires the use of special equipment such as a computer, the school will make the arrangements.
- J. A student may attempt to test out only once for each course and may not test out of a course in which he/she previously received a grade or an incomplete. Courses which are sequential must be tested out in the same sequence. If a course requires a prerequisite, the prerequisite must have been completed or satisfactorily tested out ahead of time. If a student fails to complete the entire assessment process within the two terms allowed, the application will be denied. This does not, however, keep them from applying for other courses through the credit by assessment process.

- K. If the student completes an assessment process in a satisfactory manner, the student's transcript will show the credit earned and a course grade of P. The number of credits earned will be equal to the number of credits assigned to the course.

Teacher Responsibility

A teacher that accepts a student for credit by assessment will work with the curriculum department to offer the district course assessment, score the assessment, and report the scores to the curriculum department. The teacher will receive compensation for this work.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Guidelines Reviewed by Superintendent and Cabinet
June 11, 2012

REPORTING STUDENT PERFORMANCE -- PURPOSE AND PHILOSOPHY

STATEMENT OF PURPOSE

One of the greatest concerns of teachers, parents and students is determining and reporting student performance. The fundamental purpose of any method of determining and reporting student performance from kindergarten through grade 12 is to establish a flow of communication among the school, the student and the home in the interest of providing feedback and guidance so that each student may achieve to the degree that his/her talent will allow. It should, therefore, affect each person involved in a positive, constructive, consistent and concise manner.

STATEMENT OF PHILOSOPHY

The reporting student performance system should:

- Be multifaceted, not relying on anyone form of communication and should be both regular and spontaneous, including such things as the following: conferences, report cards, progress reports, telephone calls, notes, etc.
- Encourage a positive self-image for the student.
- Report student academic achievement.
- Report student effort.
- Report the student's social development.
- Take into consideration individual differences and rates of learning.
- Adjust itself to the concerns of transition periods in students' lives which may include elementary to middle or junior high school, and junior high school to senior high school.
- Address itself to the unique concerns of students in special education and support service areas.
- State as clearly as possible the methods used for evaluation.
- Help clarify what the students are expected to learn.
- Reinforce student accomplishments and make parents, students and teachers aware of area where additional effort is needed.
- Encourage student self-evaluation.
- Provide for periodic profiles of the student body as it relates to local, state and national norms.
- Be a vehicle by which to encourage all participants to take an active role in setting student goals and assessing student progress.
- Be easy to understand.
- Inform all participants about the purpose, philosophy and procedures of the reporting system.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted June 11, 1979

ONLINE LEARNING OPTIONS

I. PURPOSE

The purpose of this policy is to recognize and govern online learning options for Anoka-Hennepin students.

There are several options available to students and teachers when using online learning. This policy will address the online program for students expelled or excluded from Anoka Hennepin ISD 11, students enrolled in the Anoka-Hennepin online high school, and students taking online courses.

II. GENERAL STATEMENT OF POLICY

Online Program for students expelled or excluded from Anoka-Hennepin ISD 11:

- A. The school district shall limit enrollment to the district's online learning program to students who have been expelled or excluded by the Anoka-Hennepin ISD 11 and to a number which is limited by available technology resources and staff.
- B. The school district shall grant academic credit for completing the requirements of an online learning course and program as defined by a student's Learning Pathway.
- C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district.
- D. The school district shall continue to provide non-academic services to online learning students as per expulsion resolution or exclusion agreement.
- E. All students grades 10 through 12 expelled or excluded from the Anoka-Hennepin ISD 11 will be offered the option of participating in online learning courses and program as an alternative form of education during the expulsion or exclusion.
- F. Students who are expelled, excluded, or withdrawn are not eligible for participation in extracurricular activities.
- G. All federal and state rules and laws concerning special education students will be followed concerning the providing of services to special education students.

Students enrolled in the Anoka-Hennepin Online High School:

- A. The school district shall not prohibit students from applying to enroll in online learning.
- B. The school district shall grant academic credit for completing the requirements of an online learning course or program.
- C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district.

- D. The school district shall continue to provide non-academic services to online learning students.
- E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students, using district policies and Minnesota State High School League bylaws.
- F. All federal and state rules and laws concerning special education students will be followed concerning the providing of services to special education students.

III. DEFINITIONS

- A. An expelled or excluded student is a student who cannot physically attend the school district's traditional or alternative school sites due to school board action in accordance with district policy and all state and federal laws and rules.
- B. Online learning is an interactive course or program that delivers instruction from a teacher to a student by computer, is combined with other traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards.

IV. PROCEDURES

A. Dissemination and Receipt of Information

- 1. The school district shall make available information about online learning to all students of the Anoka-Hennepin ISD No. 11.
- 2. The student's district neighborhood schools will receive and maintain information provided to it by online learning providers.

B. Students

- 1. A student may enroll during a single school year in a maximum of fifteen (15) trimester-long courses or their equivalent delivered by an online learning provider or the school district.
- 2. An online learning student may complete course work at a grade level that is different from the student's current grade level.
- 3. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for payment of any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. A Minnesota properly licensed teacher must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher with a Minnesota license.
2. Classroom membership and teacher contact time will be determined with the input of the student, parent/guardian and online learning staff and written in each student's individual Learning Pathway.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.
2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.
4. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.
5. Full-time enrollment is a requirement of the program for students who have been expelled or excluded by the Anoka-Hennepin ISD 11.

Anoka-Hennepin School District No. 11
 Coon Rapids, MN
 Adopted: October 8, 2007
 Revised: August 27, 2012

BUDGET: SUPPLIES AND EQUIPMENT CRITERIA

I. **GENERAL.** Guidelines for determining if the item ordered is a supply item or considered a capital equipment purchase.

A. **Criteria for Supply Items:**

1. It is consumed in use.
2. It loses its original shape or appearance with use.
3. It is expendable, that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to replace it with an entirely new unit rather than repair it (which is not true of equipment).
4. It is an inexpensive item having characteristics of equipment whose small unit cost (less than \$100) makes it inadvisable to capitalize the item.
5. It loses its identity through incorporation into a different or more complex unit or substance.

B. **Definition:** A capital equipment item must meet one or more of the following conditions:

1. Equipment built in or fixed to the building or grounds.
2. Has a life over one or more years-not consumable.
3. Can be repaired for less than original cost.
4. Original cost over \$100.00.

II. BIDS AND QUOTES

A. **Requirements for Quotes:**

1. Quotes require 1 week to research, write specifications and mail after receiving request.
2. Quotes require 2 weeks for vendor to respond.
3. Quotes require approximately 1 week to determine award. Often, research and meetings are required to determine who should be granted the award.
4. Allow approximately 4 weeks for quotes.

B. **Requirements for Bids:**

1. Bids require 1 week to research and write specifications, and mail after receiving requests.
2. Bids require 2 consecutive weeks advertising in paper to satisfy bid laws.
3. Bid opening must be 7 or more days after the last advertisement.
4. Bids require approximately 1 week to determine award. Often, research and meetings are required to determine who should be granted the award.
5. Bid prepared for School Boards approval.
6. Allow approximately 6 weeks for bids.

Anoka-Hennepin District No. 11
 Coon Rapids, MN 55433
 January 1985
 Revised July 1994

INVESTMENT POLICY

I. PURPOSE

The purpose of this policy is to establish guidelines for the investment of school district funds.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to comply with all state laws relating to investments and to guarantee that investments meet certain primary criteria.

III. SCOPE

This policy applies to all investments of the school district, regardless of the fund accounts in which they are maintained, unless certain investments are specifically exempted by the school board through formal action.

IV. OBJECTIVES

- A. The funds of the school district shall be deposited or invested in accordance with this policy, Minn. Stat. Ch. 118A and any other applicable law or written administrative procedures.
- B. The primary criteria for the investment of the funds of the school district, in priority order, are as follows
 - 1. Safety and Security. Safety of principal is the first priority. The investments of the school district shall be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.
 - 2. Liquidity. The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable and debt service.
 - 3. Return and Yield. The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

V. DELEGATION OF AUTHORITY

- A. The Chief Financial Officer of the school district is designated as the investment officer and is responsible for investment decisions and activities under the direction of the school board. The investment officer shall operate the school district's investment program consistent with this policy. The investment officer may delegate certain duties to a designee or designees, but shall remain responsible for the operation of the program.
- B. All officials and employees that are a part of the investment process shall act professionally and responsibly as custodians of the public trust, and shall refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The investment officer shall avoid any transaction that could impair public confidence in the school district.

VI. STANDARD OF CONDUCT

The standard of conduct regarding school district investments to be applied by the investment officer shall be the "prudent person standard." Under this standard, the investment officer shall exercise that degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard shall be applied in the context of managing the overall investment portfolio of the school district. The investment officer, acting in accordance with this policy and exercising due diligence, judgment and care commensurate with the risk, shall not be held personally responsible for a specific security's performance or for market price changes. Deviations from expectations shall be reported in a timely manner and appropriate actions shall be taken to control adverse developments.

VII. MONITORING AND ADJUSTING INVESTMENTS

The investment officer shall routinely monitor existing investments and the contents of the school district's investment portfolio, the available markets and the relative value of competing investment instruments.

VIII. INTERNAL CONTROLS

The investment officer shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed by the school board and shall be annually reviewed for compliance by the school district's independent auditors. The internal controls shall be designed to prevent and control losses of public funds due to fraud, error, misrepresentation, unanticipated market changes or imprudent actions by officers, employees or others. The internal controls may include, but shall not be limited to, provisions relating to controlling collusion, separating functions, separating transaction authority from accounting and record keeping, custodial safekeeping, avoiding bearer form securities, clearly delegating authority to applicable staff members, limiting securities losses

and remedial action, confirming telephone transactions in writing, supervising and controlling employee actions, minimizing the number of authorized investment officials, and documenting transactions and strategies.

IX. PERMISSIBLE INVESTMENT INSTRUMENTS

- A. The school district may invest its available funds in those instruments specified in Minn. Stat. §§ 118A.04 and 118A.05, as these sections may be amended from time to time, or any other law governing the investment of school district funds.
- B. The assets of an OPEB trust or trust account established pursuant to Minn. Stat. 471.6175 to pay postemployment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under Minn. Stat. Ch. 118A or § 356A.06, Subd. 7. Investment of funds in an OPEB trust under Minn. Stat. § 356A.07, Subd. 7, as well as the overall asset allocation strategy for OPEB investments, shall be governed by an OPEB Investment Policy Statement between the investment officer, as designated above, and the trust administrator.

X. PORTFOLIO DIVERSIFICATION; MATURITIES

- A. Limitations on instruments, diversification and maturity scheduling shall depend on whether the funds being invested are considered short-term or long-term funds. All funds shall normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.
- B. The school district shall diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.
 - 1. On an annual basis, the investment officer shall prepare and present a recommendation of investment portfolio allocations. This shall correspond with annual reporting requirements.
 - 2. Investment maturities shall be scheduled to coincide with projected school district cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments shall be timed according to anticipated need. Within these parameters, portfolio maturities shall be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected shall provide for stability of income and reasonable liquidity.

XI. QUALIFIED INSTITUTIONS AND BROKER-DEALERS

- A. The school district shall maintain a list of the financial institutions that are approved for investment purposes.

- B. Prior to completing an initial transaction with a broker, the school district shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the school district's account in accordance with these restrictions. The school district may not enter into a transaction with a broker until the broker has provided this annual written agreement to the school district. The notification form to be used shall be that prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.

XII. SAFEKEEPING AND COLLATERALIZATION

- A. All investment securities purchased by the school district shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any Federal Reserve Bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined in Minn. Stat. § 118A.06. The institution or dealer shall issue a safekeeping receipt to the school district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.
- B. Deposit-type securities shall be collateralized as required by Minn. Stat. § 118A.03 for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.
- C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000.

XIV. REPORTING REQUIREMENTS

- A. On an annual basis, the investment officer shall report on the investment program and investment activity of the school district. The annual report shall include comparisons of return and shall suggest revisions and improvements that might be made in the investment program.

- B. If necessary, the investment officer shall establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system shall be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

XV. DEPOSITORIES

The school board shall annually designate one or more official depositories for school district funds. The treasurer or the chief financial officer of the school district may also exercise the power of the school board to designate a depository. The school board shall be provided notice of any such designation by its next regular meeting. The school district and the depository shall each comply with the provisions of Minn. Stat. § 118A.03 and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition, and withdrawal of collateral.

XVI. ELECTRONIC FUNDS TRANSFER OF FUNDS FOR INVESTMENT

The school district may make electronic fund transfers for investments of excess funds upon compliance with Minn. Stat. § 471.38.

Anoka-Hennepin District No. 11
Coon Rapids, Minnesota 55433
Adopted: March 1990
Revised: November 23, 2009

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2014 - 2015 SCHOOL YEAR

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STUDENT TRANSPORTATION POLICY

The Anoka-Hennepin School District #11 is committed to providing safe and efficient school bus transportation to its students. The district has a long tradition of providing this service safely to all students who are eligible under Minnesota State laws, rules, and regulations. In Anoka-Hennepin, this means that students who live more than 1 mile from the school in which they are enrolled, or who encounter an extraordinary traffic hazard and live less than one mile, (provided the school is in the student's home school attendance area) are provided transportation. This policy outlines the services the school district provides and explains the district's compliance with all applicable laws and rules pertaining to school bus transportation.

I. GOAL

The district's goal is to provide safe and efficient transportation to the students of the district within the constraints of a limited and regulated budget. Anoka-Hennepin provides fair and equitable service to a student population that is dispersed throughout one of the largest and most geographically complex school districts in Minnesota. Anoka-Hennepin School District #11 encompasses 176 square miles of urban, suburban, and rural areas and 13 municipalities. The student population is approximately 39,000.

II. GENERAL INFORMATION

- A. Transportation Area / Non-Transported Area.** Extraordinary Traffic Hazards and distance are the two primary criteria used to establish Non-Transported areas.

The extraordinary hazards are determined by the Transportation Safety Committee. The streets and roadways that have been determined to be hazardous are listed in Appendix A.

The Non-Transported areas, less than 1 miles, are determined by measuring the distance, in the most direct route, from the home of the student to the nearest property line of the school of attendance. Distances are electronically calculated with the assistance of our Transportation bus routing software that incorporates detailed mapping capabilities. The Transportation routing software is linked to AH Connect, with safeguards to protect this sensitive information. Parents/guardians can register on AH Connect, and receive a password that will enable them to access bus route information for their students. Bus routes are arranged according to geographic areas.

- B. Bus Stops.** Whenever possible, bus stops will be located at corners or intersections. Stopping at corners or intersections is generally safer due to the expectations of traffic. When a bus stops mid-block it can confuse motorists, whereas traffic anticipates the bus will stop or yield at the intersection. Students, especially in primary grades, tend to forget about pedestrian safety when in the proximity of their homes. In recent years, metro student fatalities have occurred when young students disembarked the bus at house stops and were struck by cars. Also, house identification is much more difficult for substitute drivers, causing the bus to arrive late to

school. The number of bus stops on the bus route impacts the length of time students are on the bus and the number of buses required to provide this service. Bus stops will be located to maximize bus route safety and efficiency.

- C. Bus Ridership.** Students must ride to and from the school on the bus to which they have been assigned. Eligibility requirements in Minnesota Statute 123B.88 allow the Anoka-Hennepin School Board to establish the criteria of distance or extraordinary traffic hazards. Students will not be allowed to ride a bus home from school for work, baby-sitting, piano lessons, scouts, or visiting friends. The only exception to this policy is in the event of an emergency. If the parent/guardian is away from home, arrangements must be made with the building principal. The parent/guardian must designate (in writing) an adult who will supervise their child in their absence. In turn, the building principal will issue a pass for the student to ride the appropriate bus. It is important that this policy be followed to ensure the Transportation Department knows which children are on each of the buses in the event of an emergency. This policy also minimizes the possibility of students boarding the wrong bus and going to the wrong location.
- D. Transportation Safety Committee.** The Transportation Safety Committee is comprised of parents, Transportation Department and bus company staff, principals, administrators, bus drivers, and local law enforcement representatives. The committee meets monthly during the school year to discuss issues related to student transportation in the district. The committee also reviews the Student Transportation Policy, the School Bus Discipline Policy and the student safety training program, makes recommendations about proposed transportation boundary and bell time changes and members serve as judges for the yearly School Bus Safety Poster Contest.

III. NON-PUBLIC STUDENTS

Laws enacted by the 1969 Minnesota Legislature made transportation of non-public school students mandatory using the same policies as are applied to public school students.

Minnesota Statute 123B.88 requires the school district to provide equal transportation services to non-public students residing in the Anoka-Hennepin geographic boundaries. This statute was amended in 1994 to require the non-public principal or chief administrator to certify to the School Transportation Safety Director that all students (K-10) receiving service with public funds have received bus safety training. Non-public students attending school outside Anoka-Hennepin geographic boundaries will be reimbursed for expenses from their home to the Anoka-Hennepin School District boundary if the parent/guardian drives. If the student rides a non-public school bus to their school outside Anoka-Hennepin, the family will be reimbursed the state funding formula allowance for the student. *Reimbursement will be made at the end of the school year, based on days of attendance and other factors.* Non-public bell times within the Anoka-Hennepin school district will coincide with public high school bell times to maximize bus route efficiency. Some non-public students may ride with high school students and transfer to a shuttle bus *at the high school.*

Non-Public Fee for Service: According to the Minnesota Department of Education, the district where the nonpublic school is located is not required to transport nonresident students attending nonpublic schools within its district. According to the Minnesota Fee Law, because this service is not required by law, a fee can be charged for transportation. [Source: e-mail from the Minnesota Department of Education]

Starting September 1, 2010, fee-for-service will be only offered to non-public students, residing outside of the Anoka-Hennepin School District, who choose to ride Anoka-Hennepin school buses, based on available space. Students will need to present themselves at an existing bus stop within their school's attendance area. The fee-for-service for each student is based on where he/she resides, not on daycare locations. All registration and fees will be processed through the nonpublic school.

Fees will be established based on Minnesota Department of Education calculations, for non-public students in the 'excess' category, for the previous school year.

The non-public school will facilitate the process. The non-public schools within the school district must inform the Transportation Department who will be riding the bus by the first Friday in August. The Transportation Department will bill the non-public school on or about September 15 and January 15 for the first and second semesters respectively. If required, there will be a year-end bill on June 15, for any additional students during the second semester.

There will be no refunds even if a family paid for the entire school and then discontinues service, nor if a student loses his/her riding privileges. Students may lose their riding privileges as described in our student discipline policy. All student discipline and bus riding rules apply. If a student receives free or reduced-cost educational benefits, the fee-for-service will be half-price.

IV. BUS STOP LOCATIONS AND PROCEDURES

- A. State guidelines for walking distances from homes to bus stops do not exist. The State requires that the school district provide transportation for all students who reside more than 2 miles from their home school. Every other decision relating to bus stop location and routing is left to the local school board. The number of bus stops on the bus route affects the length of time students are on the bus and the number of buses required to provide this service. Bus stops will be located to maximize bus route safety and efficiency. Safety factors include frequency of traffic disruption, hazardous road conditions that students may encounter walking to/from the stop, the number of students at any one stop, and length of the bus route.

The bus routes may change each year based on the student population. Students may walk up to four blocks to the bus stop depending on the route structure and time schedule.

Transportation Department guidelines for the walking distance to a bus stop are .2 miles for K-5 elementary students, and .4 miles for secondary students. However, if age ranges are different (K-5 or K-12 on one route) than specified, or if it is more economical when developing bus

routes to increase the distance from the home to the bus stop, these guidelines will not apply and students may walk longer distances to bus stops.

Activity buses do not run the same routes as the regular to/from school buses. In general 10% of the of school buses used for regular to/from school routes cover the school's attendance area during activity routes. Activity buses transport the student to the general area of his/her home, following main roads only. The guideline for distance from drop off point to home is 2 miles, however, in most situations the bus will stop close to the home, or in the neighborhood. Students are not allowed to cross highways, county roads, or any hazardous roads on activity bus routes.

- B.** Generally, buses will not travel down cul-de-sacs unless the vehicle is picking up students with disabilities, because backing a school bus to turn around can be a safety threat to small children and property. A full sized bus needs 115 feet to safely turn around and the average cul-de-sac is only 90 feet. Also, individual stops at all homes would add considerable time to a bus route.
- C.** Visibility from the home to the bus stop is not part of District criteria for establishing bus stops. Bus stops are collector points in the neighborhood. If a parent/guardian is concerned about watching their child at the stop, they need to walk with them to the stop. Topics such as the "Danger Zone" in the district bus safety curriculum explain the correct method for students to enter and exit the bus at the corner.
- D.** Minnesota statutes allow school districts to determine where the school bus 8-light system will be used within their district. In Anoka-Hennepin the 8-way light system is used at all corner bus stops and some house bus stops on big buses, unless an exception is made in policy or the stop is documented with an explanation attached (1991 MN Legislative rule change). An exception may be a stop where it is hazardous to stop traffic due to the speed of cars or the lack of visibility of the bus stop. All exceptions to the 8-way light rule are listed in Appendix C on page 39 at the end of this document.
- E.** Buses serving students with disabilities may stop while using the 4-way hazard lights at house stops where it takes an extended period of time to load/unload the student. At these sites, the bus is to pull onto the shoulder of the road and the student will not be allowed to cross the roadway. Under normal conditions, the buses will use the 8-light system and stop arm.
- F.** Bus stops should be located with clear visibility for 500 feet in both directions. Stops in residential areas where the speed limit is 35 mph or less may not be located within 100' of each other (State Law).
- G.** Stops in or out of residential areas with speed limits exceeding 35 mph may not be located within 300 feet of each other (State Law).
- H.** Most bus stop complaints received by the Transportation Department are requests to move the bus stop closer to the home or daycare, especially if the current stop is not within view of the

residence. Some bus stops will not be located where the stop can be seen from the home. If this is a concern, the parent/guardian will need to make arrangements to supervise their child at the stop.

- I. The school district views the bus stop as an extension of the school grounds and will enforce all school district policies (i.e. bus discipline, bullying, harassment, weapons, tobacco, etc) at the bus stop.
- J. If a regular education bus stop is not active for a two-week period, the stop will be discontinued until the Transportation Department or the bus company is notified. If a student riding on special transportation does not ride for three days in a row (and does not call the bus company to cancel their ride for those three days), the stop will be cancelled until a parent/guardian has contacted the Transportation Department to reactivate the stop. Once notified of the need to reactivate a bus stop, it may take up to 3 school days to re-start the service at the stop, since the pickup times for other students might need to be changed.

V. DETERMINING HAZARDOUS ROADWAYS

The Transportation Department and bus company staff meet monthly to discuss issues related to busing and the Transportation routing system. This group also does an annual review of roadways in the District that are deemed to be hazardous, i.e. where students are not assigned to a bus stop across the hazardous roadway.

The determining factor for designating a roadway as 'an extraordinary hazard' is a posted speed limit over 30 miles per hour. There may be exceptions allowed (where students are permitted to cross the road) if the traffic volume allows for safe crossing, regardless of the speed. These exceptions are presented to the Safety Committee for discussion and approved annually by the school board. A list of the designated extraordinary hazardous roadways can be found in Appendix A, at the end of this document.

VI. PROCEDURE FOR TRANSPORTATION WALK/HAZARD BOUNDARY & BELL-TIME CHANGES

A. Boundary Changes.

School bus transportation is an integral part of the services provided to parents and students in Anoka-Hennepin. We are very proud of the level of service we provide and of the safety record of our school bus drivers. All of our students are, at one time or another, exposed to riding on a school bus. Some students ride a bus to and from school daily, while some students live close to school and walk to and from school daily. In other situations, students ride buses to field trip events and extracurricular activities. It is for this reason that all students are given school bus safety training in the classroom and on the school bus. Because school buses are inherently safer than cars (250 times safer), the Transportation Department prefers that all students are transported to and from school on buses. However, as always, state funding does dictate the level of service that may be provided.

The State of Minnesota requires that all students who reside more than 2 miles from school be transported on school buses.

The Transportation Department will analyze each extraordinary traffic hazard situation and determine if a school bus or adult-crossing guard is necessary to provide protection for the students. As the northern suburbs develop, traffic patterns and roadways are constantly changing. Neighborhood roads turn into county arterial thoroughfares and county roads develop into highways. Developers are asked to provide neighborhood sidewalks and walking trails in many cities.

All of these changes impact the level of school bus service we provide. When changes are necessary to the transportation walk/hazard boundaries, an important step is to communicate with the parents and students who are involved. The following is a guideline for how that communication needs to occur:

Timeline for Notification of Change in Status from Busing to Walking

January	The Transportation Department will notify principals regarding proposed changes from busing to walking areas within their school boundaries. The principal will communicate with parents through the parent organization, site council, newsletter, and any other means they deem appropriate.
February	Principals will continue to communicate with parent groups regarding the issues and potential options. (Transportation personnel will be available if needed at parent meetings).
March	Issues will be discussed at the District Transportation Safety Committee meeting the first Wednesday of the month. Interested parents may attend. (An elementary Principal representative and 2 parents from each cluster will be asked to attend the Safety Committee meetings for a one-year term).
April	Recommendation from the Safety Committee will be presented to the school board.

- B. Bell Time changes.** Bell times at all schools that receive student busing services in Anoka-Hennepin are established by the Transportation Department in consultation with bus company and school staff. The start and end times are staggered through the morning and afternoon to allow for safest and most efficient use of the contracted buses. Bell times are reviewed during the year to determine which times are working and which are not. If a decision is made to change a particular school's (or a group of schools) bell times, it will be announced at the monthly Transportation Safety meeting in the spring and the information will be sent to the building principal(s) in order that they might communicate with parents.

VII. CRITERIA FOR EXTRAORDINARY TRAFFIC HAZARD TRANSPORTATION BUSING

Students who live within 1 mile of the school to which they are assigned, and face no traffic hazards on their walk route to school, are designated as walkers and not eligible for bus service.

All students who reside between 1-2 miles from the school to which they are assigned are eligible for bus service. All students, who live less than 1 mile from the school they are assigned, and face extraordinary traffic hazards on their walk route to school, are eligible for bus service.

When determining extraordinary traffic hazard areas, the following factors will be considered:

1. Roadway Factors
 - a. Volume of traffic and traffic patterns on the roadway at the time of day students will be present
 - b. Speed limit
 - c. Number of lanes with or without the aid of a semaphore
 - d. Input of safety information from the state, county, or city as deemed necessary by the Transportation Department.
2. Topography of Area
 - a. As it affects road design (hills, curves, etc.)
 - b. As it affects visibility, i.e., potential crossing areas or students walking along roadway
3. Type of Walkway
 - a. Sidewalks
 - b. Paths
 - c. Crosswalks
 - d. Maintenance of walkway in winter
 - e. Adult crossing guards
 - f. Student crossing guards
4. Traffic Control
 - a. Semaphore
 - b. Stop Signs
5. Other Factors
 - a. Railroad crossings
 - b. Temporary conditions (construction)
 - c. Age of the students

If it is determined that the walking area is hazardous by the criteria outlined, the solution may be to add busing or provide an adult crossing guard at the hazardous location. The decision to use the guard or implement bus service will be made based on the degree of hazard and the most practical and safest resolution to the problem. The Transportation Safety Director will recommend which steps to take. The recommendation will be based on the facts as discovered, maps of the area, and contacts with state, county, and/or city officials as necessary. If the decision is made to use an adult crossing guard, the Transportation Department will contact the city so that appropriate street markings or signs may be installed.

VIII. NON-PUBLIC “FEE FOR SERVICE” CRITERIA AND RATE STRUCTURE

According to the Minnesota Department of Education, the district where the nonpublic school is located is not required to transport nonresident students attending nonpublic schools within its district. According to the Minnesota Fee Law, because this service is not required by law, a

fee can be charged for transportation. [Source: e-mail from the Minnesota Department of Education]

Starting September 1, 2010, fee-for-service will be only offered to non-public students, residing outside of the Anoka-Hennepin School District, who choose to ride Anoka-Hennepin school buses, based on available space. Students will need to present themselves at an existing bus stop within their school's attendance area. The fee-for-service for each student is based on where he/she resides, not on daycare locations. All registration and fees will be processed through the nonpublic school.

Fees will be established based on Minnesota Department of Education calculations, for non-public students in the 'excess' category, for the previous school year.

The non-public school will facilitate the process. The non-public schools within the school district must inform the Transportation Department who will be riding the bus by the first Friday in August. The Transportation Department will bill the non-public school on or about September 15 and January 15 for the first and second semesters respectively. If required, there will be a year-end bill on June 15, for any additional students during the second semester.

There will be no refunds even if a family paid for the entire school and then discontinues service, nor if a student loses his/her riding privileges. Students may lose their riding privileges as described in our School Bus Discipline Policy. All student discipline and bus riding rules apply. If a student receives free or reduced-cost educational benefits, the fee-for-service will be half-price.

IX. SERVICES FOR STUDENTS WITH DISABILITIES

- A.** Transportation is provided to students with disabilities who meet the State of Minnesota laws, rules, and regulations for service. However, not every student with a disability who lives less than two miles from his or her school will be provided bus service. The student's IEP team will evaluate the handicapping or disabling condition of the student to determine their need for services.
- B.** Special transportation, involves curb-to-curb service and one or more of the following services:
- Hand to hand supervision of the student (All ECSE students are designated hand to hand supervision)
 - Eye to eye contact with parent/guardian (not applicable to ECSE/SR students)
 - Specialized equipment on the bus
 - Specialized equipment for securement in the seat or wheelchair
 - Adult supervision on the bus

Special transportation is provided for students who require it because of their disability or because of the location of their program. A student with a disability who does not require any of the above services will ride the school bus in their attendance area or walk to school.

Special transportation services for Early Childhood Special Education students require hand-to-hand supervision of the student. Early childhood students must be brought to and met at the door of the bus by a responsible person at the pickup and drop off times. This is a safety issue, no exceptions will be allowed.

For the safety and protection of your student, parents/guardians will not be allowed to meet the bus along the bus route. Drivers will not be allowed to transfer your student to you in a parking lot or any area other than school parking lot or home drop off address. (See section **XX**: Bus Driver Procedures, Item 1.)

- C. Emergency After-School Care. For grades K – 12:** The Madison Elementary School has been designated as an emergency daycare site, during the regular school year, in the event that a student with special needs does not have a caregiver at home when being dropped off from school in the afternoon.

NOTE: If a K-12 student returns home on a mid-day route and does not have a caregiver present, the student will be returned to school until a parent or guardian can be contacted to pick up the student at school.

1. After determining that no one is present to receive the student, the driver will radio the dispatcher at the company office and inform the dispatcher of the situation. If there are other students on the bus, the driver will complete the route and return to the student's address. While the driver is completing the route, the dispatcher will try to contact a parent or caregiver for the student, using the emergency phone numbers listed in the student's record or on the student's Transportation Emergency Form. The dispatcher will also alert the Transportation Department to the situation.
2. If there is still no one present to receive the student, the driver will inform the dispatcher of the second attempt and then will proceed to Madison Elementary School. The dispatcher will call the emergency phone number for Madison (listed below) and inform them of the situation.
3. The driver will complete the Emergency Drop-Off Form with information found on the Transportation Emergency Form. A Madison School para-educator will meet the bus and obtain the Drop-Off Form from the bus driver, as well as driver's name and contact phone number. Information necessary: child's name, grade, school, parent/guardian name, address, and any medical information.
4. The para-educator will call the local police at 6:00 pm if the child has not been picked up by a parent/guardian. One Madison School staff person will remain with the student until the police arrive.

Madison Elementary School (**special education students**), 650 Territorial Rd NE, Blaine
Cell phone contact number: 612-710-1048 - coordinated through principal
A fee will be charged to parents for this service.

For Early Childhood/Special Ed. students: Emergency after school care and driver's procedures are the same as the ones for K-12 students. All attempts will be made to deliver the student to their drop off address, but if no one is present to receive the child, these steps are followed:

- **AM students:** if there is no one present to meet the student at the drop off time (midday), the student will be returned to their school site until a parent or guardian can be contacted to pick up the student at school.
- **PM students:** if there is no one present to meet the student at the drop off time (afternoon), the student will be taken to Champlin/Brooklyn Park Academy for Math and Environmental Science, where they will be cared for until a parent can be contacted to pick up the student at the school.

Please note that this procedure also applies to EC/SE students who are attending School Readiness classes anywhere in the school district. Address and telephone information for emergency after-school care:

Champlin/Brooklyn Park Academy for Math and Environmental Science

6100 – 109th Av N, Champlin

Adventures Plus telephone is 763-506-6013

A fee will be charged to parents for this service.

D. Adaptive Equipment. Adaptive equipment (such as wheelchairs) will be transported to and from school with a student providing the following criteria are met:

1. Wheelchairs will be kept in optimum operation condition, including tires
- 2.. A wheelchair used as a seat on the bus for a student will be equipped with a seatbelt to assist in maintaining the correct seating position for the student during the bus ride.

The maintenance of wheelchairs and other adaptive equipment is a parent, guardian, or caregiver's responsibility.

X. STUDENTS WITH TEMPORARILY RESTRICTED MOBILITY

Student safety is the paramount concern in making transportation policy changes, and it takes precedence over all other factors in determining policy and procedures. Students with reduced mobility caused by injured legs, ankles, or feet may be exposed to a hazardous situation when attempting to enter or exit a school bus. Particularly at risk are students who have leg casts or splints extending over the knee, which prevent articulation of the limb. Also at risk are students who cannot put significant body weight on walking casts or splints and students lacking sufficient upper body strength to hoist themselves up the steep steps of a school bus.

The following are procedural guidelines for providing temporary medical stops on regular ed. school bus routes. (The guidelines do not apply to students with IEPs or 504 plans that mandate busing on special transportation.)

- Students must have sufficient mobility and body strength to embark and disembark a regular bus without assistance from another person.
- Drivers are not permitted to assist a student on or off the bus except in an emergency evacuation.
- Students who can safely enter and exit a bus unassisted will normally have a temporary medical stop assigned to their home address.
- Students living on cul-de-sacs or in a walk area will normally be transported in a special ed. bus from a temporary medical stop assigned to their home address.
- Students who cannot negotiate school bus steps unaided may be transported via a special ed. lift bus when the student is using a wheelchair, providing there is space available on the bus and the route can accommodate the additional time. There is a fee for this service.
- Students will not be lifted onto a lift bus unless they are using a wheelchair. Standing on a lift, with or without crutches or other mechanical assistance, is prohibited due to safety.

XI. TRANSPORTING STUDENTS WHO ARE HOMELESS

Changing schools greatly impedes students' academic and social growth. A "rule of thumb" is that it takes a child four to six months to recover academically after changing schools. To combat this problem, the McKinney-Vento Homeless Education Assistance Act, Section 725, reauthorized in January 2002, permits students in homeless situations to remain in their school of origin despite their residential instability. The act defines "homeless children and youths" as those individuals who lack a fixed, regular, and adequate nighttime residence and includes:

1. Children and youths 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 groups due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters, are abandoned in hospitals; or are awaiting foster care placement;
2. Children and youths who 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
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard house, bus or train stations, or similar settings; and
4. Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses 1 through 3.

Students enrolled in Anoka-Hennepin schools before becoming homeless will be transported to their original school(s) upon the request of the parents/guardians.

XII. DAYCARE SERVICE

- A.** The Transportation Department uses a student's daycare as their pickup/drop-off location for the purpose of transportation. It is necessary that the daycare is located within the same school attendance boundary that the child is attending. Transportation will be provided from a student's home or daycare.
- B.** Students may use alternating bus stops (either home or daycare going to school, if both stops are existing bus stops on a route and if the change does not overload the bus. However, on the way home from school, students are restricted to using **one bus stop** (either home or daycare). This is enforced as a safety concern, because alternating from one take-home stop to another has caused students to become lost and confused. The Transportation Department established this policy after extensive committee work by parents, principals, drivers, and district staff. Although this policy is not always convenient for parents, it is the safest for students.
- C.** The building principals will give the Transportation Department the completed daycare forms before the end of the school year so the bus routes may be established as accurately as possible. To expedite the process, daycare forms are also sent to homes of elementary students. These forms should be mailed to the Transportation Department if daycare arrangements change over the summer.

XIII. ACTIVITY, ATHLETICS AND FIELD TRIP BUSING

- A. Activity Busing.** Anoka-Hennepin provides after school activity buses for academic programs, remedial classes, school activities, and athletics. High school and middle school students share the same buses, which shuttle from the high school to the middle school at 5:15 p.m., Monday through Thursday. We offer 4:10 p.m. middle school activity buses at a minimum of two days per week for academic programs, clubs, and after school detention.

Activity buses do not run the same routes as the regular to/from school buses. In general, 10% of the number of school buses (used for to/from school routes) covers the school's attendance area during activity routes. Activity buses transport the student to the general area of his/her home, following main roads only. The guideline for distance from drop off point to home is 2 miles, however, in most situations the bus will stop close to the home, or in the neighborhood. Students are not allowed to cross highways, county roads, or any hazardous roads on activity bus routes.

- B. Athletic trips.** Charter buses for athletic events are ordered by Transportation Department staff while school staff or teachers order the buses they need for a class field trip or school outing. In order to ensure that students and adults (if any accompany the group) do not overload a particular charter bus, the following guidelines should be observed:
 - The posted capacity for a school bus is based on the number of elementary students who can ride the bus sitting 3 to a seat. For groups of older students, a 77-passenger (full size)

bus will hold 64 middle school students or 54 high school students. If adults are also riding, they can generally ride two to a seat, so the size of the entire group must be considered in determining the number of school buses needed for a particular trip. All passengers must be seated when the bus is moving; no one is allowed to ride standing up.

The numbers listed above are estimates on the number of riders who can safely be seated in a school bus. Depending on the size of the students and/or adult staff, it may be possible for more than the suggested number of riders to fit in a bus. The bus driver must not allow the number of riders to exceed the posted capacity of the bus. The posted capacity is displayed on the inside bulkhead at the front of bus.

Please refer to section XXV for Extra-Curricular Transportation Agreement waiver.

- C. Field Trips.** Field trips are designed to enhance the curriculum and learning experiences of students. Daylong trips and overnight trips must be of educational value consistent with the goals and objective of the District and the age level of students involved.

All field trips or overnight travel for students shall be approved as a school-sponsored trip by the principal at least two weeks in advance of the trip or travel. In addition, any trips outside the state should be approved at least four weeks in advance of the trip.

Schools are individually responsible for ordering field trip buses from the bus company and for ensuring that the bill is paid promptly.

Requests for lift buses for field trips should be placed with the Transportation Department staff, who will order the buses from the contractors. Please note that because the first priority for using a lift bus is on route to and from school, it may not be possible to secure a lift bus during morning or afternoon route times.

- D. In the event of severe weather.** In the event of unusual weather conditions, school principals will be responsible to decide whether or not a field trip will be cancelled. The exception to this will be when the National Weather Service releases a severe weather warning, at which time the decision about field trips will be made by the Transportation Safety Director.

Transportation of students during field trips must comply with state laws regarding use of school buses. (See section XXIV of this document) In addition to following this transportation policy, students will follow the rules of the Minnesota State High School League where applicable, as well as school District policies, regulations and guidelines.

XIV. STUDENT SAFETY TRAINING

- A.** All students (grades K-10) in Anoka-Hennepin School District #11 will receive bus safety training. All students in grades K-6 will receive this training during the first 2 weeks of school and

demonstrate competencies by the end of 3 weeks as required by Minnesota Statutes 123B.90. All students in grades 7–10 will demonstrate competencies in bus safety by the end of the 6th week of school. The parent/guardian, the bus driver, and the teacher will provide the training. The training will take place at home, on the bus, and in the classroom. The concepts to be taught will include at least the following seven specific areas:

1. The concept that transportation is a privilege, not a right
 2. District conduct and safety policies
 3. Appropriate behavior on the bus
 4. The "Danger Zones"
 5. Safe loading and unloading procedures
 6. Safe roadway crossing procedures
 7. Bus evacuation and emergency procedures
- B.** Kindergarten students may receive bus safety instruction prior to the start of school. It is the elementary building principal's responsibility to schedule this training. The recommended time for this instruction is at kindergarten round up in the spring. The Transportation Department will make the arrangements at the request of the building principal. Orientation times are another recommended time to expose the kindergartners to the school bus and alleviate any fears they have about riding the bus, boarding, or lane crossings. Anxious parents also feel better about the school bus when given this opportunity.
- C.** The Transportation Safety Director will provide bus safety curriculum materials to all buildings. The curriculum has been developed by the Transportation Department and includes several suggested activities. The Transportation Department will provide curriculum materials to all buildings, including videos, and classroom posters. Staff may wish to supplement this material with either films or videos from the media center (or other sources). All staff is encouraged to personalize materials for their own building.
- D.** All teachers will document this instruction and forward the documentation to the building principal. The building principal will certify in writing to the Transportation Safety Director that all students in their building received this instruction and showed competency in these seven areas by the third week of school. The Transportation Safety Director will certify to the Superintendent of Schools annually that all students received training and showed competency, or give written explanation to Superintendent of Schools for student failures.
- E.** Any students enrolled after the first 3 weeks of school must also be instructed in these seven areas and show competency. The building principal will determine who provides the instruction.

XV. PARENT/GUARDIAN RESPONSIBILITY

- A.** As defined in Minnesota Statute 123B.90: "Riding the school bus is a privilege not a right," and as such may be revoked for safety and discipline infractions. Parents or guardians will be

responsible for instructing their child in safe school bus riding practices. If the child violates district school bus policy and is suspended from riding the bus, the parent will provide transportation for their child.

- B. The Transportation Department will print and distribute copies of the School Bus Discipline Policy to each school and the teacher will give one to each student. (See Appendix B, page 36 at the end of this document.) The School Bus Discipline Policy will also be published each fall in the *Focus on Anoka-Hennepin Newsletter*, which is mailed to every household in the school district. All transportation policies are also available on the Internet via the Anoka-Hennepin home page (www.anoka.k12.mn.us). The teacher will provide the student with a letter to be included with the School Bus Discipline Policy for the parent/guardian to read, review with the child, and return to the teacher. This letter will become part of the documentation required by the building principal to ensure that all students and parents understand the policy.
- C. The Transportation Department takes extraordinary steps to ensure the safety and security of students riding on school buses. Bus drivers and bus para-educators undergo specialized training and criminal background checks to determine their individual fitness for the job. Therefore, parents, guardians, and/or daycare providers will not be allowed to board the bus with their students. An exception may be allowed with prior permission from Transportation Department staff.

XVI. REPORTING PROCEDURES

A. Bus Accidents

- 1. If a school bus is involved in an accident, either on the way to school, home from school, or on any school-related activity, the bus driver will immediately call their dispatcher on the two-way radio and ask for assistance. (All buses under contract in this district are equipped with an operational two-way communication system). If a student is injured or indicates in any way he or she may be injured, the dispatcher will call 911 for a paramedic response to the accident scene. Bus drivers are required by contract to be trained in emergency procedures and will assist injured students when necessary. However, the first step is to ask for professional help from law enforcement. Whether injuries occur or not, the bus dispatcher is obligated to immediately call the Transportation Safety Director to report the accident. Either the Transportation Department or the bus company dispatcher will notify the building principal.
- 2. If the bus is on the way home from school, the bus driver will give each student a notice for their parent/guardian that explains the bus was involved in an accident and they should carefully watch their child for any problems and seek medical assistance if needed.
- 3. All school bus accidents will be reported in writing to the Transportation Department within 24 hours. Every month the Anoka-Hennepin School Bus Safety Committee will review the accidents and will determine preventability. The Transportation Safety Director will keep a record of all accidents and report them to the District School Bus Safety Committee monthly.

B. Pupil Incidents

- 1. Any time a school bus driver witnesses a Class 1 infraction of the School Bus Discipline Policy they will warn the student. Drivers are instructed to give 1-3 verbal warnings. If the driver

verbally warns a student but the behavior does not change, the driver will immediately report this behavior to the company safety office on a written form, which will be sent to the school through the TIRES System. It is the principal's responsibility to take the necessary action. (See Appendix B, at the end of this document.)

2. Any time driver witnesses a Class 2 infraction of the School Bus Discipline Policy, the driver will immediately report the offense to the company safety office on a written form, which will be sent to the school through the TIRES System, and the building principal will take the necessary action.
3. It is also the principal's responsibility to report criminal conduct to the appropriate law enforcement agency and report the incident on the appropriate Minnesota Education forms.
4. The school bus ride is an extension of the school day and as such, is subject to all school policies and procedures. Pupil Incident Reports should be recorded in accordance with all other school record-keeping procedures.
5. The Transportation Safety Coordinator will review all Pupil Incident Reports. The Transportation Safety Coordinator will summarize incidents and report to the District School Bus Safety Committee.

C. Bus Driver Dismissals. Any school bus driver that violates his/her responsibilities as outlined in Sections XVI, XVII and XVIII of this policy may be prohibited from driving in the Anoka-Hennepin School District #11 upon written notice from the Transportation Safety Director to the bus company that employs him/her. If a bus driver is dismissed from his /her position, it will be the responsibility of the Bus Company to notify the Transportation Safety Director of the dismissal.

D. Bus Driver Driving Records. The bus companies contracted for transportation services in Anoka-Hennepin School District #11 must obtain motor vehicle records for all their drivers' bi-annually by October 31st and February 28th each school year. The companies will also maintain School Bus Driver Competency certification forms for all their bus drivers. All drivers' records will be made available for review by a Transportation Department staff member at any time upon request.

E. Vehicle Inspection Reports. At the completion of each of the Minnesota DPS Highway Patrol School Bus Inspections, the bus companies will make available for review the results of the bus inspection report. These records can be reviewed by a Transportation Department staff member at any time upon request

F. Stop Arm Violations. Failure to stop for the stop arm is a serious offense punishable by a fine of not less than \$300. Bus drivers are instructed to make every attempt to obtain a license number, description of vehicle, and description of the driver of the vehicle if their stop arm is ignored, whether students are in danger or not. The stop arm report will be forwarded by the to the appropriate law enforcement agency for possible prosecution. All reports must be maintained and a summary submitted to the Transportation Safety Director at the end of each school year.

XVII. DIGITAL VIDEO SURVEILLANCE POLICY

- A.** Anoka-Hennepin Schools and the companies under contract for transportation services will use digital video surveillance equipment in school buses for the purpose of monitoring the behavior of students.
- B.** The bus contractors will purchase and install a digital video surveillance system for all the buses operating under the transportation contract. The system will be specified by the Transportation Department to assure one district-wide system that is consistent. The digital video surveillance will be used to support the bus driver's report and to enforce the consequences of the School Bus Discipline Policy, established and School Board approved each year.
- C.** The digital recordings will be viewed only by the School Transportation Safety Director (and/or designee), the principal of the school building (and/or designee), bus company safety director, bus driver, and school police liaison officer or other appropriate law enforcement agencies. Any digital recordings that reveal unlawful actions may be brought to the attention of law enforcement agencies. Whenever a parent or guardian disputes or challenges a bus discipline report, and their child was recorded, it will be the responsibility of the school principal to review the recording. The recording will be used by the building principal to assist in determining whether or not the incident actually occurred and if so, the severity of the incident. Neither the student nor the parent/guardian of the student that has been recorded will be allowed to view the recording, in accordance with data privacy laws, unless the student is the only subject on the recording or the building principal has obtained written permission from the parents/guardians of all other students on the recording in question. Upon written request, the school district will provide a written summary of the recorded incident(s) to a student pictured on a recording or to the student's parents/guardians.
- D.** Each bus company will be responsible for the security of the digital video equipment and for the handling of recordings.

XVIII. BUS DRIVER TRAINING

- A. Pre-service Training:** Drivers will receive no less than 40 hours of training in a combination of 16 hours classroom and 24 hours behind the wheel. The bus company will evaluate the driver's competence by a written test, keep the results of this test in the driver's personnel file, and send a summary of the competency testing to the Transportation Safety Director annually. The bus company will be responsible for providing the road test in a school bus either with their own third party examiner, or by scheduling the test with the Minnesota DPS. The initial training will consist of, but not be limited to, the following topics:
 - 1. School bus driving fundamentals
 - 2. Defensive driving techniques
 - 3. Human relations, sensitivity training in dealing with parents, students, and staff
 - 4. State and Federal laws and rules pertaining to school buses

5. School district policies and procedures
6. Bus stop procedures and the laws pertaining to them
7. Railroad grade crossing procedures
8. Accident and emergency procedures

B. In-service Training: All drivers will participate in at least 9 hours of in-service training each school year. The bus companies will provide this training in monthly safety meetings at least 1 hour in length.

Periodically, the Transportation Department may require all drivers to attend a workshop or in-service meeting. When the Transportation Department calls a meeting it will be scheduled at the most convenient time for drivers and the meeting will fulfill the monthly requirement for in-service training. In-service topics will include but not be limited to:

1. Current safety issues and concerns
2. Local district issues
3. Current weather conditions and driving techniques
4. Road construction projects
5. Driver-student relations and conflict resolution

XIX. BUS DRIVER QUALIFICATIONS

The following school bus driver qualifications are based on Minnesota, Statute 171.321, and Qualifications for School Bus Drivers.

A. Physical Requirements

A school bus driver shall submit to a physical examination by a reputable physician every 24 months. **The examination must show** that the person:

1. Is in good physical and mental health, be able-bodied, free from communicable disease and strong enough physically to operate the bus with ease.
2. Has adequate hearing with both ears.
3. Has proper vision, either without glasses, or by correction with glasses.
4. Is free from mental, nervous, organic, and functional diseases that impair safe driving.
5. Has possession of full and normal use of both arms and hands and both legs and feet.

As evidence that the driver meets the physical requirements, a physician's certificate of examination shall be presented to the Minnesota Department of Public Safety every 2 years with the appropriate fee.

B. Character Requirements

A school bus driver shall:

1. Be free from addiction to narcotics, habit-forming drugs, or alcohol.
2. Demonstrate initiative, self-reliance, and leadership.

3. Be able to get along with others.
4. Be reliable, punctual, and honest.
5. Possess personal habits of cleanliness.
6. Refrain from the use of profanity.
7. Be a person with good moral character who will conduct himself/herself in such a manner as to command the respect of the pupils.
8. Be subject to a background check.

Before issuing or renewing a driver's license with a school bus driver's endorsement, the Commissioner of Public Safety shall conduct an investigation to determine whether the applicant has been convicted of committing a disqualifying offense, a violation of section 171.321.

The Commissioner shall not issue a new bus driver's endorsement and shall not renew an existing bus driver's endorsement if the applicant has been convicted of committing a disqualifying offense. The commissioner shall not issue a new bus driver's endorsement and shall not renew an existing bus driver's endorsement if, within the previous five years, the applicant has been revoked under section 171.321. An applicant who has been convicted of violating Chapter 171 within the previous ten years must show proof of successful completion of an alcohol or controlled substance treatment program in order to receive a bus driver's endorsement.

"Disqualifying offense" includes any felony offense, any misdemeanor, gross misdemeanor, or felony violation of chapter 152, any violation under section 609.3451, 609.746, subdivision 1, or 617.23, or a fourth moving violation in the previous three years.

C. License & Driving Requirements

A school bus driver shall:

1. Be at least 18 years of age.
2. Possess and maintain a Minnesota school bus driver's endorsement with a valid class A or B commercial driver's license (C.D.L.) and Federal I.D. Number (C.D.L.I.S).
3. Carry his/her license at all times while driving a school bus.
4. Have an acceptable driving record for the past three years.
5. Have a general knowledge of Minnesota traffic laws and rules and regulations of Minnesota Department of Public Safety and Department of Education.

D. Test Requirements

A school bus driver shall:

1. Demonstrate his/her knowledge of school bus laws, rules, and regulations by satisfactorily passing a written test prepared and administered by the Minnesota Department of Public Safety.
2. Demonstrate his/her driving skills by satisfactorily passing a driving test in a Type I school bus administered by a certified licensed examiner.

3. Training Competencies. No person shall drive a Type A, B, C, or D school bus when transporting schoolchildren to or from school or upon a school-related trip or activity without having demonstrated sufficient skills and knowledge to transport students in a safe and legal manner. A bus driver must have training or experience that will meet at least the following competencies:
 - a. Safely operate the type of school bus the driver will be driving
 - b. Understand student behavior, including issues relating to students with disabilities
 - c. Ensure orderly conduct of students on the bus and handle incidents of misconduct appropriately
 - d. Know and understand relevant laws, rules of the road, and local school bus safety policies
 - e. Handle emergency situations
 - f. Safely load and unload students

XX. BUS DRIVER ROUTE PROCEDURES

The school bus driver shall be alert and comply with all Minnesota Statutes pertaining to the operation of a motor vehicle (Highway Traffic Regulations Act) while driving a school bus. The driver shall also comply with all rules and regulations of the Minnesota Department of Education covering the operation of a school bus. Each driver will be responsible to understand and comply fully with the obligations, operating rules, and special procedures as stated in these Specifications and Appendices.

Drivers shall transport students on routes and make stops according to the timetable designated by the School Board and/or Transportation Safety Director, in accordance with the following rules to and from school and on all school-related activities:

- A. Only students assigned by the Transportation Safety Director shall be transported on school buses under contract with the Anoka-Hennepin School District #11. Passes may be issued by principals or Transportation Department staff for unauthorized students on an emergency basis. Students are to be released from the bus only at school or at the designated school bus stop. The school bus driver does not have the authority to suspend transportation service for a disruptive student or to remove a student from the school bus en-route.
- B. No student shall be allowed to stand or sit in the lap of another student while being transported. Drivers will notify bus company dispatcher if an overload situation exists and the Transportation Department will make a vehicle or run adjustment.
- C. Routes shall be traveled and pick-ups and discharges made in accordance with the student transportation policies, which include the following:

1. For Type A, B, C and D buses, drivers shall be responsible to safely load and unload students only in the right lane of the roadway, at bus stops on bus routes approved by the Transportation Department.
2. The school bus driver shall activate the 8-way light system, stop arm, and crossing gate to supervise the safety of students when they cross the street or highway before entering or leaving the school bus, except in locations approved by the Transportation Safety Director. (See Appendix C at the end of this document.)
3. School bus stops are to be made only at the location specified on the route copy. Except for stops that are specifically listed on the route copy as house stops the school bus will stop only at the designated corner, approximately ten (10) feet back from the intersection. Drivers who are approaching school bus stops where students are standing in the street, are pushing or shoving on the curb line, or are exhibiting some other type of unsafe behavior, must come to a complete stop at least ten (10) feet back from the students and may not finish approaching the students until the unsafe behavior has ceased.

Loading or unloading in a designated turn lane or in a lane immediately adjacent to a Designated Turn Lane is prohibited, unless the turn lane is a designated school bus stop at which pupils are not required to cross the road. Under these circumstances, the bus must stop at the extreme right-hand side of the turn lane and the eight-light system and stop arm should not be used. Loading and unloading pupils within an intersection is prohibited.

In Type A, B, C and D buses, drivers will use the 8 light system, stop arm, and crossing gate in conjunction to offer the students the best protection available. These devices will be used at all Transportation Department approved stops. The exceptions to the 8-way rule are listed in Appendix C at the end of this document.

D. The proper procedure for making a bus stop with 4-way hazard lights on a highway is as follows:

1. The bus driver shall use the appropriate turn signal to indicate the driver's intention to move onto the shoulder of the highway.
2. Once the bus is completely on the shoulder, the driver shall turn off the turn signal and activate the 4-way hazard lights.
3. The 4-way hazard lights will remain in use until the loading or unloading area is secure and the bus stop is complete.
4. After the bus stop is completed, the driver shall use the appropriate turn signal to move back into the highway's traffic lane.
5. Type A, B, C, and D buses will load and unload on the shoulder of 4-lane highways per bus contractor and Transportation Department directive, using the 8-way light system, stop arm and crossing gate unless directed otherwise.

E. The school bus driver shall wear a 3-point lap/shoulder restraint (commonly known as a seatbelt) at all times when vehicle is in motion, whether or not students are on board.

- F. The school bus driver shall not operate a vehicle under this contract while wearing headphones or earphones, either single or dual, which are worn for the purpose of listening to radios, tape decks, or other personal transmitting devices. This clause does not prohibit the use of hearing aid devices by drivers who qualify with these devices under Minnesota Department of Public Safety Rule 7414.1200.
- G. The school bus driver shall take reasonable precautions to protect students from injury or exposure to the elements.
- H. The school bus driver shall stop at all railroad crossings unless marked "exempt." The stop is required whether or not students are on board the bus. The driver should use both the 4-way hazard lights and the brake lights to warn traffic behind the bus when preparing to stop for a railroad crossing. The 8-light system shall NOT be used. The driver shall make sure the master switch for the 8-light system is OFF. Department of Transportation regulations require that school buses stop at least fifteen (15) back from the nearest rail and no further back than fifty (50) feet. The procedures for checking railroad tracks include the following:

1. Shift the bus transmission into neutral gear.
2. Check to make sure the master switch for the 8-light system is off.
3. Open the service door and the driver's side window.
4. Look and listen in both directions.
5. Check both directions again and close the service door.
6. Before proceeding across the tracks, the driver will determine that the roadway is clear of traffic so that the bus can proceed without stopping until the rear of the bus is at least 10 feet past the farthest railroad track.
7. Cross the tracks completely without shifting gears.
8. After the crossing is completed, turn off the 4-way hazard lights.

Drivers will control the behavior of students to maintain quiet on the bus during this maneuver. If students refuse to listen, the driver will immediately report this behavior to the Company Safety Office on a written form to be sent to the school through the TIRES System.

- I. The school bus driver shall not transport dangerous materials such as firearms or gasoline cans. Animals (except service or companion animals for students with a disability) are not allowed on the bus. Musical instruments, encased sports equipment (uncased not allowed) or other items must fit between the student's legs and not extend above the student's waist. Objects that might endanger the safety of the driver or passengers are also forbidden.
- J. The school bus driver shall observe the following procedures, which apply to all types of school buses (including Type III), when backing a school bus:
 1. Never run a school bus in reverse in a school loading/unloading zone.
 2. During loading at bus stops where turning the bus around is required, pick up students before backing up.

3. During unloading at bus stops where turning the bus around is required, complete the turnaround before discharging the students from inside the bus.
- K. The school bus driver shall observe all posted speed limits while operating a school bus and never exceed the posted speed limit on any to/from school route, field trip, or activity trip. The driver shall adjust the speed of the school bus when driving conditions (road, traffic, vehicle, light or weather) warrant reduced speeds.
- L. The school bus driver shall not themselves distribute, or allow distribution on the bus, any written materials unless directed by the Contractor or Transportation Department staff.
- M. The school bus driver shall follow Anoka-Hennepin District #11's policy on smoking and tobacco products, which means **NO SMOKING OR OTHER TOBACCO USE** while on the school bus or on school grounds.
- N. The school bus driver shall never use a school bus or any other related property for any other purpose than the transportation of students on to/from school routes or on school-related activities.
- O. The school bus driver shall stay in the driver's seat of the school bus or at the front door entrance of the bus when students are in the area. The school bus driver shall not allow another person to drive the vehicle without the proper license and without special permission from the School Board and/or Transportation Safety Director. When conducting business with school or Transportation Department staff, the driver shall take the bus keys with him/her. On leaving the vehicle when students are on the bus, the driver shall stop the engine, remove the ignition key, set the brakes, and otherwise render the bus immobile.
- P. The school bus driver shall keep the entrance door closed at all times when transporting students or staff and when the bus is in motion.
- Q. There shall be no pupils in the school bus when the bus is being refueled.
- R. The school bus driver shall immediately report all accidents or incidents, however slight, to the Contractor's Safety Director/Coordinator and to such other authorities as required by law, rules, or regulations. The driver shall prepare all accident/incident reports as required by the Transportation Safety Director.
- S. In case of an accident or mechanical breakdown of the bus, the driver shall not leave the bus but shall send two responsible students to the nearest house or business to summon help.
- T. No school bus shall pull any trailer when students are being transported to or from school.
- U. The school bus driver shall conduct a pre-trip safety inspection on the school bus before all trips including to and from school routes, activity trips, or field trips. Any defects or deficiencies

that may affect the vehicle's safe operation or may result in a mechanical breakdown shall be promptly reported in writing to the appropriate supervisor.

- V.** At least twice during each school year, all students shall be instructed in safe riding practices and shall participate in emergency evacuation drills. The Transportation Department, at the request of the student's parent or guardian may excuse students with disabilities from the evacuation drills.
- W.** The school bus driver shall check the school bus for any remaining students at the end of each trip and place the EMPTY placard in the rear window of the bus. The driver must follow the Contractor's policy whenever finishing a trip, returning to the terminal or leaving the vehicle.
- X.** The school bus driver shall not answer, or utilize, a cellular telephone at any time when the school bus is in motion or is making a student pick up or drop-off utilizing the 8-way light system. Drivers violating this section may be subject to suspension or removal from District service.
- Y.** Information about individual student(s) pertaining to discipline problems, juvenile corrections, family situations, health conditions, or disabling conditions is considered to be classified information and is restricted under the provision of Section 34 of the Code of Federal Regulations and Chapter 13 of Minnesota Statutes, more commonly referred to as the Minnesota Data Practices Act.

Confidential information regarding specific students may, in certain instances, be supplied to a Contractor, or contract driver, for the protection of the student or to facilitate safe transportation due to the student's unique physical problems, disabling condition(s), or other special needs. The school bus driver may not discuss this information with any person other than an authorized School District staff member. This information may not be released to any individual, or organization, including parents of other students attending the same school or program. Restricted data includes information on medical or handicapping conditions provided to the driver under state regulations.

- Z.** No news media, including reporters and/or photographers for any radio station, television station, or newspaper shall be allowed to ride on any school bus operating under this contract or to interview any District students while on the school bus, without the knowledge and permission of the Transportation Department. Any news organization seeking permission to ride on a District route must be referred to the Transportation Safety Director or the Transportation Safety Coordinator.
- AA.** The school bus driver shall not use profane or indecent language in any conversations with the public, students, school staff, or district transportation staff.
- AB.** Drivers shall take reasonable and appropriate action to maintain order among the students when they are transported. Drivers will report all incidents of student disobedience, improper

conduct, inappropriate language, or any other violation of the School Bus Discipline Policy of the district, to the bus company safety office on a written form to be sent to the school through the TIRES System. The building principal will be charged with the responsibility of disciplining the student, with the appeal process to go through the Transportation Safety Director. The language of the School Bus Discipline Policy can be found in Appendix B, at the end of this policy.

- AC.** Teachers, school employees, school bus drivers, or other agents of a district may use reasonable force with student(s) in compliance with Statute 121A.582 and other laws.
- AD.** In the event that a medical emergency occurs on a regular or special education route that involves choking, severe seizure, difficulty breathing, severe allergic reaction, or any situation which the school bus driver and/or bus paraprofessional regard as serious, the driver must immediately radio the dispatcher and request emergency medical assistance. The dispatcher must immediately the Transportation Department of the emergency situation after contacting the 911 emergency system dispatcher.
- AE.** The school bus driver is responsible for the proper use of the wheelchair securement system and for ensuring that the system is in proper condition for use. The driver must:
1. Inspect the securement straps and, if appropriate, the occupant restraint belts, prior to use.
 2. Report any worn straps to their dispatcher and ensure that worn parts are replaced.
 3. Properly secure the system to the wheelchair according to the system manufacture operating instructions and pull on each strap and belt assembly to ensure proper attachment and adequate tension.
 4. Check to ensure that the passenger is wearing the mobility device seat belt.
 5. If the system is attached to the wheelchair by a bus para, the driver must check each attachment to ensure the system has been properly applied.
 6. Keep straps and belts off the vehicle floor, as much as possible, when not in use.
- AF.** The school bus driver must report to their dispatcher or safety director/coordinator any instance in which he/she is requested to transport an unusual or unsafe wheelchair. The dispatcher or safety director/coordinator must immediately forward this concern to the District Transportation Safety Coordinator. An unusual wheelchair includes chairs of unusual design that cause the school bus driver concern for attachment points, or chairs which present problems in transportation. An unsafe wheelchair includes one with defective brakes, loose parts, unstable frame, or other problem, which makes the chair unsafe to transport. A motorized wheelchair with an unsecured battery may not be transported at anytime.
- AG.** All medical devices, such as suction machines, oxygen cylinders, ventilators, or respirator units shall be securely attached to the wheelchair. Adaptive devices such as walkers or collapsible wheelchairs must be secured whenever the bus is in motion. These items can be secured to

the floor or the bar behind the driver's seat with extra wheelchair securement straps or with extra restraints or seatbelts.

- AH.** Each driver of a route serving special education students (with home bus stops) must check to see if a person is available to receive the special education student, unless the student is specifically exempted from this procedure
- AI.** The school bus driver shall observe all other operating rules and procedures not listed above as directed by the Transportation Safety Director or his/her designee.
- AJ.** On regular neighborhood buses, drivers are required to check student bus passes to ensure that riders are onboard the correct bus. However, drivers are not allowed to refuse any student without supervisory approval.
- AK.** On field trips, the driver shall explain the location of emergency exits and equipment to the passengers before leaving the school.
- AL.** Each driver of a route serving special education students who use District-owned *car seats* during transport will be responsible for inspecting the equipment and properly securing it to the bus seat. Car seats shall be no more than 6 years old. The driver shall report any older car seats to their immediate supervisor and ask for a replacement unit before beginning the route. *Car seats will also be replaced if they were in use in a bus that is involved in an accident.*
- AM.** The Anoka-Hennepin School Board may adopt such additional operating rules as deemed necessary to meet local conditions and needs, providing they do not conflict with state laws and regulations.

XXI. POLICY FOR SCHOOL BUS IDLING

Purpose: This policy seeks to reduce student and driver exposure to diesel exhaust particulate matter by limiting unnecessary idling of school buses pursuant to Minnesota Statute 123B.885 (Diesel school buses: operation of engine: parking).

Applicability: This policy applies to district owned school buses and contracted school buses while being operated for the purpose of transporting the school district's students at public expense to and from school programs.

A. Idling Control Measure:

1. The school district shall:
 - a. Relocate school building air intake systems further than 100 feet of school bus parking areas when practical, economical, and feasible.
2. A driver of a diesel school bus:
 - a. must turn off the bus upon reaching a school or other destination and must not turn on the engine until necessary to depart from the school or destination; and
 - b. must park the bus at least 100 feet from a known and active school air intake system, unless the school district has determined that alternative locations block traffic, impair student safety, or are not cost-effective.
3. The employer of the school bus driver must ensure that:
 - a. the bus or vehicle driver upon employment, and as necessary thereafter, is informed of the requirements of this policy and the reasons therefore; and
 - b. all complaints of noncompliance are reviewed and remedial action is taken as necessary.

B. Exemptions: The requirement that a driver of a diesel school bus must turn off the bus and must refrain from idling does not apply for the period or periods during which idling is necessary under the following circumstances:

1. Turbo-diesel Engine Cool Down or Warm Up
 - a. To cool down a turbo-charged diesel engine for a period not to exceed 5 minutes before turning off the engine. (The cool down should be in accordance with the bus manufacturer's specifications); or
 - b. To warm up a turbo-charged diesel engine for a period not to exceed 3 minutes. (The warm up should be in accordance with the bus manufacturer's specifications).
2. Cold Weather
 - a. If the outside temperature is between 32 degrees and -10 degrees, idling to operate heaters is allowed for up to 15 minutes per stop; or
 - b. If the outside temperature is below -10, there is no time restriction on idling to use heating equipment.
 - c. In cold weather, if bus drivers will be at a location for more than 15 minutes, an indoor waiting area is encourage

3. Safety of Children and Emergencies
 - a. Use of lift equipment during loading or unloading of children with one or more disabilities
 - b. Use of a heater or an air conditioner of a bus during loading, unloading or transport of children with exceptional needs
 - c. Use of defrosters, heaters, air conditioners, or other equipment for safety or health considerations;
 - d. Use of the bus headlights or four-way flasher warning lights for visibility purposes; or
 - e. For other traffic, safety, or emergency situations.
 - f. In any of the above cases, if equipment can be run from the battery then the drivers should refrain from idling, unless there is a significant concern of draining the battery.
4. Maintenance of Operations
 - a. To charge of a battery of a school bus, if needed; or
 - b. For testing to verify that the bus is in safe operating condition as part of the daily pre-trip inspection, or as otherwise required, including measuring of vehicle emissions.

C. Limitations: This policy is subject to adjustment based upon technical improvements in engines, electronics, or exhaust systems; or for the use of bio-diesel fuel in school bus diesel engines.

XXII. MAINTENANCE PROCEDURE FOR SCHOOL BUSES

- A. School buses in Anoka-Hennepin School District #11 will be kept clean and mechanically in excellent working condition at all times. The contract bus companies will have a spare factor of 10% of their route buses available to substitute for buses in need of maintenance or repair. All route buses will be 10 years old or newer and spare buses will be 15 years old or newer.
- B. Buses will be pre-trip-inspected prior to each route by the bus driver and all drivers are required to report defects to the appropriate personnel at the bus company.
- C. All buses and taxicabs used for transporting students in Anoka-Hennepin will be inspected annually by the Minnesota DPS Highway Patrol and the results of individual bus inspections will be made available for review by a Transportation Department staff member at any time upon request. If buses and taxicabs are spot-inspected throughout the year by the Highway Patrol, those results will also be made available for review at any time upon request.
- D. Further information regarding equipment and maintenance requirements can be found in the Transportation Contract Specifications.

XXIII. TYPE III BUSES

Type III buses, *as authorized by Minnesota statute*, are vehicles such as personal cars, station wagons, and mini-vans that have a capacity not exceeding 10 passengers (including driver) or 10,000 lb. gross vehicle weight. Type III vehicles are used under contract for limited programs

such as high school work programs. These vehicles and drivers are subject to all laws pertaining to school buses.

Type III buses may also be rented by a school for a field trip and driven by a teacher, if the group is small enough to fit (7 passengers including the driver).

The person who will be driving the van is required to complete and have the following:

- A. A valid Anoka-Hennepin school district staff identification badge.
- B. A valid Minnesota driver's license.
- C. A current copy of the Minnesota driving record of the teacher. (A copy dated within 6 months of the day of rental is considered current.)
- D. Receive annual training or competence evaluation in safe operation of Type III vehicles, student behavior management and relevant laws and rules of the road.
- E. The driver will follow pre and post-trip safety inspections to ensure that the vehicle is safe to operate and will carry this documentation in the vehicle.
- F. The driver will not use a cell phone while operating a type III van.
- G. The driver shall register with the transportation office and meet requirements prior to driving any students. The bus companies must be notified of prior to use of the vehicle.

The bus companies will not allow the van to leave their lot unless and until the above items have been completed and certified.

XXIV. SCHOOL DISTRICT STAFF USE OF PERSONALLY-OWNED VEHICLES

A. Driving Personal Vehicles for District Business- Excluding Transportation of Students

Employees of Anoka-Hennepin I.S.D. #11 may be called upon to drive a personal vehicle on District business. The employee must be aware of the liability and responsibilities associated with using a personal vehicle. The two minimum requirements that must be met before an employee can drive a personal vehicle on district business are:

1. The employee must possess a valid driver's license.
2. The employee must maintain automobile insurance on the vehicle that is driven on district business. (See Section 4.a.)

The employee will be compensated by the District for the added expense of driving a personal vehicle, based on the current IRS reimbursement rate. This rate takes into account gas prices, vehicle maintenance, insurance coverage and deductibles and normal wear and tear on the vehicle.

B. Use of a School Bus to Transport Students

The Department of Education along with the Department of Public Safety requires that a school bus be used to transport students to and from school as defined in MN Statute 120A.22 or to

and from school-related activities. This includes anything sponsored by or arranged by the school district including extracurricular activities, field trips, or work-study transportation.

Employees of the district should not arrange for transportation for students in non-school buses. Employees should not assist with arrangements for car pools or even be associated with them. MN State Rules require students to be transported in a school bus for any transportation arranged by district employees.

Furthermore, each school its officers and employees and each person employed under contract is subject to these rules (169.449). District employees are required to comply with these requirements for student transportation. The District has many options available to the schools to meet these requirements. Employees should contact the Transportation Department of the District to discuss the options for transporting students.

C. Driving a Personal Vehicle for Transportation of Students

Under certain circumstances, employees of the district are authorized to use a personal vehicle in transporting students. This exception to the use of a school bus for transporting students is stated in MN Statute (169.454 Subd. 13) and further clarified in the Model Transportation Policy 709-12 2. ***In the event of an emergency or the need for non-scheduled transportation, an employee may transport students in a passenger vehicle without meeting the standards for a Type III school bus.*** Examples of this type of situation include the failure of a bus or van to show up, the need to take home a sick student, or other unusual circumstances. To use a personal vehicle in these types of situation, an employee must have a valid driver's license and the vehicle must be properly registered and insured.

Please note that a situation of this type does not allow an employee to arrange for students to drive other students. Such arrangements are outside the scope of the responsibilities of an employee of the school district.

If an employee anticipates being involved in these non-scheduled situations, they must be aware what happens in the event of an accident. If additional insurance were needed, then the District policy would cover the employee for this work-related accident.

The employee will be reimbursed for use of a personal vehicle through mileage reimbursement. It is the employee's responsibility as the owner of the vehicle to maintain proper levels of insurance.

Note: If an employee drives a personal vehicle for transporting students on activities that require the use of a school bus, they may be increasing their negligence by failing to comply with the law. The employee may also face a fine and mandatory drug and alcohol testing if the accident results in bodily injury or death.

D. Air Bags and Student Safety

1. Most newer-model cars have air bags for front-seat passengers. When used with lap/shoulder belts, air bags work very well to protect older children and adults. Air bags do

not work with rear-facing child seats (those used with infants). Airbags could seriously injure or even kill an unbuckled child or adult who is sitting too close to the air bag or who is thrown toward the dash during emergency braking. In a crash, the air bag inflates very quickly. It could hit anything close to the dashboard with enough force to cause severe injuries or even death. Because the back of a rear-facing child seat sits very close to the dashboard, the seat could be struck with enough force to cause serious or even fatal injuries to a baby. Even older children (who have outgrown child seats) are at risk from a deploying air bag, if they are not properly restrained.

2. The rear seat is the safest place for children of any age to ride. An infant in a rear-facing child seat must ride in the back seat if your vehicle has a passenger air bag. The employee must make sure that everyone in the front seat is properly buckled and seated as far back from the air bags as is reasonably possible. The employee must also make sure that all young children are properly secured in an age and size appropriate restrains. The employee must know how to properly install a child seat in the vehicle. Read both the owner's manual for the vehicle and the instructions for the child safety seat.

E. Insurance Issues Related to Use of a Personal Vehicle

1. Insurance for injury or damage to others

Liability Insurance covers bodily injury and property damage caused by an accident and resulting from the ownership, maintenance, or use of a vehicle. With respect to the insurance required to drive a personal vehicle on District business, the employee needs to be aware that liability insurance coverage follows the vehicle. The employee's vehicle insurance will be the first to pay for any damages in the event of an accident, even while driving for the District. Therefore, it is up to the employee, as the owner of the vehicle, to maintain the necessary insurance. The state requires minimum limits of \$30,000 each person/\$60,000 each accident for bodily injury and \$25,000 for all vehicles.

It is the employee's responsibility to discuss the adequacy of insurance coverage with their insurance agent to ensure that their personal vehicle is properly covered. If the employee's vehicle insurance policy does not provide adequate coverage to pay for the damages to others while driving on District business, the District's insurance will respond. Currently the District policy provides coverage of \$2,000,000 for each accident. This limit is excess over the employee's individual vehicle insurance.

2. Damage to the Employee's Vehicle

Like liability insurance, damage to the employee's personal vehicle follows the car. In the event of an accident where the employee is at fault and there is damage to their vehicle, the employee's insurance will pay for the damages less any deductible. If the employee has elected not to purchase insurance to cover damages to their vehicle, the employee is responsible for the cost to repair or replace their vehicle.

3. Partial Reimbursement for Damage to the Employee's Vehicle

If an employee has an accident while driving their personal vehicle on District business, they will be reimbursed for some of the expenses by the District based on the following criteria:

- The damages were result of an accident that occurred while driving for the District.
- The accident was reported to the police or the principal of the school before the vehicle was moved.
- The District will not pay for damages while the car was parked on District grounds.
- The District will reimburse the employee for up to \$500.00 in damages or deductible.

Any questions regarding the use of school buses can be directed to Keith Paulson (506-1132) in Transportation. For issues related to insurance, e-mail Georgie Schulte in Administrative Services.

XXV. EXTRA-CURRICULAR TRANSPORTATION AGREEMENT WAIVER

The Athletic Department may schedule events where they deem transportation services will not be provided. If such an event occurs the following must be followed by the Athletic Director, Coach, or District Administrator:

- The activity leader is prevented from transporting any participants
- The activity leader is prevented from organizing or overseeing any carpooling arrangements
- The parents/guardians of the participants are required to execute a Waiver of Liability found in Appendix D.

XXVI. SUMMARY

The Transportation Department will review this policy on an annual basis. Policy changes are suggested to the Anoka-Hennepin Safety Committee, which meets the first Wednesday of each month during the school year. The Anoka-Hennepin School Board will be requested annually to approve this Transportation Policy (MN Statute 123B.91)

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433

Revisions were approved:

June 1978	June 1983	November 1992	January 1993
November 1994	July 1995	August 1996	July 1997
July 1998	July 1999	July 2000	July 2001
February 2002	July 2003	July 2004	July 2005
August 2006	August 2007	August 2008	June 2009
June 2010	August 2011	August 2012	August 2013
August 2014			

**Appendix A – Hazardous Roadways
(Students do not cross)
Anoka-Hennepin I. S. D, #11**

The following streets in the city of **Andover** are deemed to be hazardous:

<u>Description</u>	<u>Speed</u>
7 th Av NW	55
133rd Av NW	35 - 40
157 th Av NW	55
161 st NW between Crosstown Blvd & Round Lake Blvd	55
**165 th Av NW between Valley Dr & 7 th Av	55
Andover Blvd NW	55
Bunker Lake Blvd NW	50 – 55
Constance Blvd NW	50 – 55
**Crooked Lake Blvd NW from 133rd Av NW to Bunker Lk Blvd	30
Crosstown Blvd NW from Hanson Blvd to Bunker Lk Blvd	40 – 50
Crosstown Blvd NW from Hanson Blvd to Prairie Rd	50
Crosstown Blvd NW north of Prairie Road	55
Hanson Blvd north of 161 st Av NW	55
Hanson Blvd south of 161 st Av NW	55
Nightingale St NW	55
Prairie Rd	35 – 50
Round Lake Blvd NW	45 – 55
**South Coon Creek Dr	35 – 40
Tulip St NW from 157 th Av to 161 st Av	35
Tulip St NW from Valley Dr to district boundary	50
**Tulip St from Valley Dr to 161 st Av NW	30
University Av NW	40
Valley Dr NW	55
Verdin St NW	55

The following streets in the city of **Anoka** are deemed to be hazardous:

<u>Description</u>	<u>Speed</u>
7 th Ave, north of Main St	35
**7 th Av south of Main St	35
East River Rd	45
Highway 10 in the city of Anoka	55
Main St	30
St. Francis Blvd NW	55

The following streets in the city of **Blaine** are deemed to be hazardous:

<u>Description</u>	<u>Speed</u>
109 th Av NE	35 – 55

****Secondary students allowed to cross, elementary students are not. (continued next page)**

Appendix A – Hazardous Roadways (continued)
(Students do not cross)

The following streets in the city of **Blaine** are deemed to be hazardous:

<u>Description</u>	<u>Speed</u>
County Rd 14	55
Highway 242	55
Highway 65 in the city of Blaine	55 – 60
Jefferson St NE north of Highway 242	40
Lexington Av	55
Oak Park Blvd NE	30
Paul Parkway NE	30
Radisson Rd NE	50 – 55
University Av NE	45 – 50

The following streets in the city of **Brooklyn Center** are deemed to be hazardous:

<u>Description</u>	<u>Speed</u>
73 rd Av N	30
Highway 252 in the city of Brooklyn Center	55
Humboldt Av N	30
**West River Rd	30

The following streets in the city of **Brooklyn Park** are deemed to be hazardous:

<u>Description</u>	<u>Speed</u>
73 rd Av N	30
85 th Av N from Highway 252 to West River Rd	30
85 th Av N from Highway 252 to Noble Av N	50
109 th Av N	40
Brookdale Dr N	30
Highway 252 in the city of Brooklyn Park	55
Highway 610 in the city of Brooklyn Park	65
Humboldt Av N	30
**Noble Av N	40
Noble Parkway	45
Russell Av N north of 97 th Av N	40
**Russell Av N south of 97 th Av N	40
West River Rd	30 - 50

The following streets in **Burns Township/Oak Grove** are deemed to be hazardous:

<u>Description</u>	<u>Speed</u>
**185 th Av N	not posted
**187 th Av NW west of Cleary Rd	not posted

(continued next page)

****Secondary students allowed to cross; elementary students are not.**

Appendix A – Hazardous Roadways (continued)
(Students do not cross)

The following streets in **Burns Township/Oak Grove** are deemed to be hazardous:

<u>Description</u>	<u>Speed</u>
**Clifton Rd NW	not posted
St. Francis Blvd NW	55

The following streets in the city of **Champlin** are deemed to be hazardous:

<u>Description</u>	<u>Speed</u>
109 th Av N	40
114 th Av N from Highway 169 to Winnetka Av N	30
117 th Av N from Highway 169 to Winnetka Av N	30
117 th Av N from Kentucky Av N to West River Rd	30
**117 th Av N from Winnetka Av N to Kentucky Av N	30
Dayton Rd	30 - 50
Diamond Lake Rd N	40 – 55
**Douglas Dr N from 117 th Av N to West River Rd	45
Douglas Dr N south of 117 th Av N to 109 th Av N	45
Douglas Dr N south of 109 th Av N	50
Elm Creek Parkway	30
French Lake Rd	30 – 55
Jefferson Highway	45
**Oxbow Creek Drive	40
West River Rd	30 – 50
**Winnetka Av N north of 117 th Av N	40
Winnetka Av N south 117 th Av N to 114 th Av N	40
Winnetka Av N south of 114 th Av N	45

The following streets in the city of **Coon Rapids** are deemed to be hazardous:

<u>Description</u>	<u>Speed</u>
121st Av NW	30 – 40
133 rd Av NW	35 - 40
Coon Creek Blvd NW	45
Coon Rapids Blvd NW	45 – 50
Crooked Lake Blvd NW south of Highway 10	35
**Crooked Lake Blvd NW from 128 th Av NW to 133 rd Av NW	30
East River Rd	45
Egret Blvd NW	30 – 45
Foley Blvd NW	40
Hanson Blvd NW north of Coon Rapids Blvd NW	40 – 50
Hanson Blvd NW south of Coon Rapids Blvd NW	30

(continued on next page)

****Secondary students allowed to cross; elementary students are not.**

Appendix A – Hazardous Roadways (continued)
(Students do not cross)

The following streets in the city of **Coon Rapids** are deemed to be hazardous:

<u>Description</u>	<u>Speed</u>
Highway 242 in the city of Coon Rapids	55
Highway 10 in the city of Coon Rapids	60 – 65
Highway 610 in the city of Coon Rapids	65
Northdale Blvd NW west of Hanson Blvd NW	35
Robinson Dr NW from 111 th Av NW to Egret Blvd NW	30
Robinson Dr NW from 113 th Av NW to 111 th Av NW	40
Robinson Dr NW from Hanson Blvd NW to 113 th Av NW	40
Round Lake Blvd NW	40 – 45
Shenandoah Blvd NW from 131 st Av NW to Main St NW	40
Shenandoah Blvd NW from Main St NW to 131 st Av NW	30
**Xeon St NW from 121st Av NW to Northdale Blvd NW	30

The following streets in the city of **Dayton** are deemed to be hazardous:

<u>Description</u>	<u>Speed</u>
129 th Av N	50
Dayton River Rd	30 – 50
Diamond Lake Rd N	30 – 50
Diamond Lake Rd S	30 – 50

The following streets in the city of **Ham Lake** are deemed to be hazardous:

<u>Description</u>	<u>Speed</u>
149 th Av NE from Naples St NE to Lexington Av NE	45
149 th Av NE from Naples St NE to Xylite St NE	40
157 th Av NE	50
**169 th Av NE	40
181 st Av NE	50
Andover Blvd NE	50
Bunker Lake Blvd NE from Highway 65 to Radisson Rd NE	55
Bunker Lake Blvd NE east of Radisson Rd NE	50
Bunker Lake Blvd NE west of Highway 65	50
Constance Blvd NE east of Highway 65	50 – 55
Constance Blvd NE west of Highway 65	50
County Rd 58	55
**Concord Dr NE	40
Crosstown Blvd NE east of Highway 65	55
Crosstown Blvd NE west of Highway 65	55
East Lake Netta Drive south of 171 st Av NE	45

(continued on next page)

****Secondary students allowed to cross; elementary students are not.**

Appendix A – Hazardous Roadways (continued)
(Students do not cross)

The following streets in the city of **Ham Lake** are deemed to be hazardous:

Description	Speed
Jefferson St NE south of Bunker Lake Blvd NE	40
Highway 65 in the city of Ham Lake	65
Lexington Av NE	55
**Naples St NE north of 149 th Av NE	40
Naples St NE south of 149 th Av NE	40
Radisson Rd NE	55
University Av NE	40
Westlund Dr NE	30
Xylite St NE from 153 rd Av NE to 149 th Av NE	30
Xylite St NE from 153 rd Av NE to Constance Blvd NE	55
**Xylite St NE from 169 th Av NE to Crosstown Blvd NE	35
Xylite St NE north of Crosstown Blvd NE	55

The following streets in the city of **Ramsey** are deemed to be hazardous:

Description	Speed
167 th Av NW	50
175 th Av NW from Nowthen Blvd NW to Variolite St NW	55
179 th Av NW	45 – 55
Alpine Dr NW from 153 rd Ct NW to Sunfish Lake Blvd NW	50
Alpine Dr NW from Andrie St NW to Highway 10	40
Alpine Dr NW from Armstrong Blvd NW to Puma St NW	40
Alpine Dr NW from Nowthen Blvd NW to Sunfish Lake Blvd NW	50
Alpine Dr NW from Puma St NW to Andrie St NW	40
Alpine Dr NW from Ramsey Blvd NW to 153 rd Ct NW	35
Alpine Dr NW from Ramsey Blvd NW to Armstrong Blvd NW	50
Alpine Dr NW from St. Francis Blvd NW to 153 rd Av NW	40
Armstrong Blvd NW	55
Green Valley Rd NW	55
Nowthen Blvd NW	55
Ramsey Blvd NW	50
Sunfish Lake Blvd NW	55
Variolite St NW	50

****Secondary students allowed to cross; elementary students are not.**

**Appendix B – Transportation Discipline Policy
Anoka-Hennepin I.S.D. #11
School Board Adopted**

Dear Parents/Guardians:

*The following rules and regulations have been adopted by the Anoka-Hennepin District No. 11 School Board. It is hoped that these guidelines will help us to provide safe transportation to and from school for your student. **STUDENTS SHOULD BE AT THE BUS STOP NO MORE THAN FIVE MINUTES PRIOR TO THE SCHEDULED TIME.** As per MN. Statute 121A.59, “***Riding a school bus is a privilege, not a right***”.*

BUS DISCIPLINE POLICY

Students who have the opportunity to ride district school buses may do so as long as they display behavior that is reasonable and safe. Choosing to engage in unacceptable behavior will result in loss of bus service. The bus driver is responsible for the safety and discipline of students on the bus. The building principal is available to give assistance to the driver and will determine the consequences of misbehavior, and the reinstatement of bus service for the offending student(s) should a suspension become necessary. A suspension applies to all buses unless otherwise designated by school officials. The responsibility for student supervision by the District shall begin when the student boards the bus in the morning and is retained until the child leaves the bus at the end of the day, or until released to the parent/guardian in a manner consistent with guidelines on release of students.

TRANSPORTING OF SCHOOL RELATED/NON-RELATED ITEMS

Under the Laws and Rules for the Operation of School Buses in the State of Minnesota, it is stated “...no materials, including guns, loaded or unloaded; gasoline cans, empty or full; animals or any other object of dangerous or objectionable nature are transported in the school bus when children are being transported.” The use of digital or video photography, including cell phone photography, is strictly prohibited on the bus.

Band instruments that will be allowed on the bus are those that are small enough to be held in the student’s lap. Instruments may not be in the aisle or take the space of a student. Hockey sticks, lacrosse sticks, golf clubs, sleds, or any other unacceptable recreational equipment will not be allowed on regular buses. Ice skates, skate shoes, skateboards, roller blades, and bats will not be allowed in the bus unless **enclosed** in an athletic-type canvas bag or are otherwise inaccessible. Damage to personal items is not covered by the bus contractor’s/district’s insurance coverage.

ASSIGNED BUSES ONLY

Students are assigned to buses and bus stops. No change in either bus or stop is permitted without transportation dept. authorization. Temporary changes may be made by school administrators for authorized emergencies only.

Failure to ride the assigned bus from the assigned bus stop may jeopardize the safety of students and may result in disciplinary action.

PRE-K – 5TH GRADES BEHAVIOR GUIDELINES AND CONSEQUENCES

CLASS I OFFENSES

1. Spitting
2. Excessive noise
3. Horseplay/mischief/distracting behavior
4. Eating/drinking/littering on the bus
5. Leaving seat/standing without permission from driver
6. Use of liquid containers in any form
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material
8. False identification/refusal to identify oneself
9. Riding unassigned bus or using unassigned bus stop
10. Opening window past safety line
11. Riding or attempting to ride any bus during a bus suspension
12. Disobedient to the driver/para-educator/bus patrol
13. Inappropriate_Cell phone use
14. Other offenses as reported by the driver or principal

CLASS II OFFENSES

1. Hanging out of window
2. Throwing/shooting of any object
3. Bullying and/or physical aggression against any person
4. Profanity/threats directed toward driver/paraprofessional
5. Possession/use of tobacco, electronic cigarettes, or any controlled substance
6. Vandalism to bus (restitution will be made)
7. Holding onto/or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
8. Lighting of matches, lighters or any flammable object or substance
9. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment
10. Possession or threat of weapons/explosives/flammables
11. Other offenses as reported by the driver or principal
12. Possession/use of laser pens or pointers
13. Any offense committed on any bus outside of regular transportation to and from school (activity, field trip, shuttles, etc) will carry a minimum penalty of a Class II first offense.

CONSEQUENCES (Bus Driver has the authority to assign seats at any time)

CLASS I	1st Offense	2nd Offense	3rd Offense	4th Offense
	Warning or 1-5 days suspension	1-10 days suspension	1) 5-10 days min. suspension 2) Possible loss of all Transportation services 3) Parent/Principal Meeting/optional	Possible loss of Transportation services
CLASS II	1st Offense	2nd Offense	3rd Offense	4th Offense
	Up to 5 days suspension	Up to 10 days suspension	1. 10 day min. suspension 2. Possible loss of Transportation services 3. Parent/Principal meeting/optional	Possible loss of Transportation services

6th – 12th GRADES BEHAVIOR GUIDELINES AND CONSEQUENCES**CLASS I OFFENSES**

1. Spitting
2. Excessive noise
3. Horseplay/Mischief/distracting behavior
4. Eating/drinking/littering on bus
5. Leaving seat/standing without permission from driver
6. Use of liquid containers in any form
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material
8. False identification/refusal to identify oneself
9. Riding unassigned bus or using unassigned bus stop
10. Opening window past safety line
11. Riding or attempting to ride any bus during a bus suspension
12. Disobedient to the driver/para-educator/bus patrol
13. Inappropriate Cell phone use
14. Other offenses as reported by the driver or principal

CLASS II OFFENSES

1. Hanging out of windows
2. Throwing/shooting of any object
3. Bullying and/or physical aggression any person
4. Profanity/threats directed toward bus driver/paraeducator
5. Possession/use of tobacco, electronic cigarettes, or any controlled substance
6. Vandalism to bus (restitution will be made)
7. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement
8. Lighting of matches, lighters or any flammable object or substance
9. Unauthorized entering or leaving bus through emergency exit/tampering with the bus equipment
10. Possession or threat of weapons/explosives/flammables
11. Other offenses as reported by the driver or principal
12. Possession/use of laser pens or pointers
13. Any offense committed on any bus outside of regular transportation to and from school (activity, field trip, shuttles, etc) will carry a minimum penalty of a Class II 1st offense.

CONSEQUENCES (Bus Driver has the authority to assign seats at any time)

CLASS I	1st Offense	2nd Offense	3rd Offense	4th Offense
	Warning or 1-5 days suspension	1-10 days suspension	1) 5-10 days min. suspension 2) Possible loss of all Transportation services 3) Parent/Principal Meeting/optional	Possible loss of Transportation services
CLASS II	1st Offense	2nd Offense	3rd Offense	4th Offense
	Up to 5 days suspension	Up to 10 days suspension	1. 10 day min. suspension 2. Possible loss of Transportation services 3. Parent/Principal meeting/optional	Possible loss of Transportation services

The bus and the bus stop are extensions of the school day. Bus and bus stop consequences may be superseded by District #11 policy. The bus driver has the authority to assign seats. The sexual/racial/religious harassment policy, the weapons policy, and bullying policy of District #11 will be strictly enforced on the school bus as well as at school. Video cameras will be used on all school buses.

**Appendix C – Bus Stop Locations where 4-way Lights are used
Anoka-Hennepin I.S.D. #11**

Some of the locations listed below are exact bus stops, while others delineate how stops are made on certain streets. If a bus stop is located within the street area listed below, then the stop will be made using 4-way lights and not 8-way lights, stop arm and crossing gate. All bus stops made with 4-way lights will be right-hand stops, i.e., students will not have to cross the road to board or disembark.

Coon Rapids

10632 Hanson Blvd NW

108th Av NW & Hanson Blvd NW

110th Av NW & Hanson Blvd NW

9338 Foley Blvd NW

94th Cir NW & University Av NW

On East River Road – On any corner that has a right turn lane, the bus stop will be made using 4-way lights, including stops at:

86th Av NW, 86th Ln NW, 89th Av NW, 90th Av NW, 93rd Av NW, 95th Av NW and Mississippi Blvd NW.

Andover

139th Av NW & Prairie Rd NW

14018 Crosstown Blvd NW

142nd Av NW & Prairie Rd NW

142nd Ln NW & Round Lake Blvd NW

14649 – 7th Av N

149th Av NW & 7th Av

16029 Round Lake Blvd NW

Bunker Lake Blvd NW & Eidelweiss St NW

Round Lake Blvd NW & 141st Ln NW

Round Lake Blvd NW & 143rd Av NW

Round Lake Blvd NW & 153rd Av NW

Round Lake Blvd NW & 154th Ln NW

Blaine

109th Av NE & Johnson St NE

3101 Main St NE

Harpers St NE & Main St NE

Ham Lake

159th Av NE & Highway 65 NE

16021 Highway 65 NE

16611 Highway 65 NE

(continued next page)

Appendix C – Bus Stop Locations where 4-way Lights are used (*continued*)**Ham Lake (*continued*)**

167th Av NE & Highway 65 NE
Crosstown Blvd NE & Kenyon St NE
Step & Go Daycare, 17565 Central Av NE
Crosstown Blvd NE & Owatonna St NE
Crosstown Blvd NE & Staples St NE

Fridley

On East River Road – On any corner that has a right turn lane, the bus stop will be made using 4-way lights, including stops at:
Liberty St NE, 79th Way NE and Ironston St NE.

Ramsey

Any and all bus stops on Highway 10 NW
On Armstrong Blvd, Ramsey Blvd & Sunfish Lake Blvd - On any corner that has a right turn lane, the bus stop will be made using 4-way lights.

Champlin, Brooklyn Park & Brooklyn Center

West River Rd - On any corner that has a right turn lane, the bus stop will be made using 4-way lights.

Appendix D**EXTRA-CURRICULAR TRANSPORTATION AGREEMENT
ANOKA-HENNEPIN INDEPENDENT SCHOOL DISTRICT NO. 11**

If your student (or you, if you are a student age 18 or older) plans to participate in extra-curricular activities, please complete and sign the following form and return it to the student's coach or advisor.

(Student's Name) _____
(please print)

has my permission to participate in _____ (name of
extra-curricular activity) during the _____ school year.

I understand that participating in the extra-curricular events is a recreational service and that it is my sole responsibility to arrange for my student's transportation to and from extra-curricular events. I understand that students and other parents may arrange for transportation to and from extra-curricular events, but that Independent School District No. 11 does not have any involvement, nor does it make any statements or assurances regarding such transportation.

I agree for myself and on behalf of my student to waive all liability and to release and hold harmless District 11, its School Board members, agents, employees, and volunteers in the event of injury, death, loss or damage to person or property that occurs as a result of my student's transportation to or from an extra-curricular activity by transportation other than that provided by District 11. In addition, I agree for myself and on behalf of my student, not to assert against the District, its Board members, agents, or employees in any court of law, any claim or claims whether known or unknown, that arise as a result of such transportation except for claims arising out of gross negligence or willful and wanton conduct by a District representative.

I have read and voluntarily sign the release and waiver of liability, and further agree that no oral representations, statements, or inducements apart from the foregoing written agreement have been made.

DATED: _____

Student's Signature

And,

Parent/Guardian's Signature if student is
under the age of 18.

U:pc09/Transportation Waiver- Ex Curr

Appendix E

TO **Concerned Parent**
FROM: **Transportation Director**
RE: **Hazardous Transportation Appeal Process**

Thank you for your concern regarding the travel path between your home and the school. There are a number of factors we review in order to determine the ability for students to walk. This document is to help you understand the criteria and to process your appeal.

School District Board Policy

- A. Transportation Area / Non-Transported Area.** Extraordinary Traffic Hazards and distance are the two primary criteria used to establish Non-Transported areas.

The extraordinary hazards are determined by the Transportation Safety Committee. The streets and roadways that have been determined to be hazardous are listed in Appendix A (Of Board Policy).

The Non-Transported areas, less than 1 mile, are determined by measuring the distance, in the most direct route, from the home of the student to the nearest property line of the school of attendance. Distances are electronically calculated with the assistance of Transportation bus routing software that incorporates detailed mapping capabilities. The Transportation routing software is linked to AH Connect, with safeguards to protect this sensitive information. Parents/guardians can register on AH Connect, and receive a password that will enable them to access bus route information for their students. Bus routes are arranged according to geographic areas.

- B. Bus Ridership.** Students must ride to and from the school on the bus to which they have been assigned. Eligibility requirements in Minnesota Statute 123B.88 allow the Anoka-Hennepin School Board to establish the criteria of distance or extraordinary traffic hazards. Students will not be allowed to ride a bus home from school for work, baby-sitting, piano lessons, scouts, or visiting friends. The only exception to this policy is in the event of an emergency. If the parent/guardian is away from home, arrangements must be made with the building principal. The parent/guardian must designate (in writing) an adult who will supervise their child in their absence. In turn, the building principal will issue a pass for the student to ride the appropriate bus. It is important that this policy is followed to ensure the Transportation Department knows which children are on each of the buses in the event of an emergency. This policy also minimizes the possibility of students boarding the wrong bus and going to the wrong location.

VII. CRITERIA FOR EXTRAORDINARY TRAFFIC HAZARD TRANSPORTATION BUSING *(from page 7)*

Students who live within 1 mile of the school to which they are assigned, and face no traffic hazards on their walk route to school, are designated as walkers and not eligible for bus service. All students who reside between 1-2 miles from the school to which they are assigned are eligible for bus service. All students, who live less than 1 mile from the school they are assigned, and face extraordinary traffic hazards on their walk route to school, are eligible for bus service.

When determining extraordinary traffic hazard areas, the following factors will be considered:

1. Roadway Factors
 - a. Volume of traffic and traffic patterns on the roadway at the time of day students will be present
 - b. Speed limit
 - c. Number of lanes with or without the aid of a semaphore
 - d. Input of safety information from the state, county, or city as deemed necessary by the Transportation Department.
2. Topography of Area
 - a. As it affects road design (hills, curves, etc.)
 - b. As it affects visibility, i.e., potential crossing areas or students walking along roadway
3. Type of Walkway
 - a. Sidewalks
 - b. Paths
 - c. Crosswalks
 - d. Maintenance of walkway in winter
 - e. Adult crossing guards
 - f. Student crossing guards
4. Traffic Control
 - a. Semaphore
 - b. Stop Signs
5. Other Factors
 - a. Railroad crossings
 - b. Temporary conditions (construction)
 - c. Age of the students

If it is determined that the walking area is hazardous by the criteria outlined, the solution may be to add busing or provide an adult crossing guard at the hazardous location. The decision to use the guard or implement bus service will be made based on the degree of hazard and the most practical and safest resolution to the problem. The Transportation Safety Director will recommend which steps to take. The recommendation will be based on the facts as discovered, maps of the area, and contacts with state, county, and/or city officials as necessary. If the decision is made to use an adult crossing guard, the Transportation Department will contact the city so that appropriate street markings or signs may be installed.

Appendix F

TO **Concerned Parent**
FROM: **Transportation Director**
RE: **Bus Stop Appeal Process**

Thank you for your concern regarding the bus stop location for your child (ren). There are a number of factors we review in order to determine the bus stop location. This document is to help you understand why bus stops are located where they are, and, if after reading the document, to process your bus stop appeal.

The following is an excerpt from the Transportation School Board Policy;

Whenever possible, bus stops will be located at corners or intersections. Stopping at corners or intersections is generally safer due to the expectations of traffic. When a bus stops mid-block it can confuse motorists, whereas traffic anticipates the bus will stop or yield at the intersection. Students, especially in primary grades, tend to forget about pedestrian safety when in the proximity of their homes. In recent years metro student fatalities have occurred when young students disembarked the bus at house stops and were struck by cars. Also house identification is much more difficult for substitute drivers, causing the bus to arrive late to school. The number of bus stops on the bus route impacts the length of time students are on the bus and the number of buses required to provide this service. Bus stops will be located to maximize bus route safety and efficiency.

IV. BUS STOP LOCATIONS AND PROCEDURES *(from page 4)*

- A.** State guidelines for walking distances from homes to bus stops do not exist. The State requires that the school district provide transportation for all students who reside more than 2 miles from school. Every other decision relating to bus stop location and routing is left to the local school board. The number of bus stops on the bus route impacts the length of time students are on the bus and the number of buses required to provide this service. Bus stops will be located to maximize bus route safety and efficiency. Safety factors include frequency of traffic disruption, hazardous road conditions that students may encounter walking to/from the stop, the number of students at any one stop, and length of the bus route.

The bus routes may change each year based on the student population. Students may walk up to four blocks to the bus stop depending on the route structure and time schedule. Transportation Department guidelines for the walking distance to a bus stop are .2 miles for K-5 elementary students, and .4 miles for secondary students. However, if age ranges are different (K-5 or K-12 on one route) than specified, or if it is more economical when

developing bus routes to increase the distance from the home to the bus stop, these guidelines will not apply and students may walk longer distances to bus stops.

Activity buses do not run the same routes as the regular to/from school buses. In general 10% of the of school buses used for regular to/from school routes cover the school's attendance area during activity routes. Activity buses transport the student to the general area of his/her home, following main roads only. The guideline for distance from drop off point to home is 2 miles, however, in most situations the bus will stop close to the home, or in the neighborhood. Students are not allowed to cross highways, county roads, or any hazardous roads on activity bus routes.

- B.** Generally, buses will not travel down cul-de-sacs unless the vehicle is picking up students with disabilities, because backing a school bus to turn around can be a safety threat to small children and property. A full sized bus needs 115 feet to safely turn around and the average cul-de-sac is only 90 feet. Also, individual stops at all homes would add considerable time to a bus route.
- C.** Visibility from the home to the bus stop is not part of District criteria for establishing bus stops. Bus stops are collector points in the neighborhood. If a parent/guardian is concerned about watching their child at the stop they need to walk with them to the stop. Topics such as the "Danger Zone" in the district bus safety curriculum explain the correct method for students to enter and exit the bus at the corner.
- D.** Minnesota statutes allow school districts to determine where the school bus 8-light system will be used within their district. In Anoka-Hennepin the 8-way light system is used at all corner bus stops and some house bus stops on big buses, unless an exception is made in policy or the stop is documented with an explanation attached (1991 MN Legislative rule change). An exception may be a stop where it is hazardous to stop traffic due to the speed of cars or the lack of visibility of the bus stop. All exceptions to the 8-way light rule are listed in Appendix C on page 39 at the end of this document.
- E.** Buses serving students with disabilities may stop while using the 4-way hazard lights at house stops where it takes an extended period of time to load/unload the student. At these sites the bus is to pull onto the shoulder of the road and the student will not be allowed to cross the roadway. Under normal conditions the buses will use the 8-light system and stop arm.
- F.** Bus stops should be located with clear visibility for 500 feet in both directions. Stops in residential areas where the speed limit is 35 mph or less may not be located within 100' of each other (State Law).
- G.** Stops in or out of residential areas with speed limits exceeding 35 mph may not be located within 300 feet of each other (State Law).

- H. Most bus stop complaints received by the Transportation Department are requests to move the bus stop closer to the home or daycare, especially if the current stop is not within view of the residence. Some bus stops will not be located where the stop can be seen from the home. If this is a concern, the parent/guardian will need to make arrangements to supervise their child at the stop.
- I. The school district views the bus stop as an extension of the school grounds and will enforce all school district policies (i.e. bus discipline, bullying, harassment, weapons, tobacco, etc) at the bus stop.
- J. If a regular education bus stop is not active for a two-week period, the stop will be discontinued until the Transportation Department or the bus company is notified. If a student riding on special transportation does not ride for three days in a row (and does not call the bus company to cancel their ride for those three days), the stop will be cancelled until a parent/guardian has contacted the Transportation Department to reactivate the stop. Once notified of the need to reactivate a bus stop, it may take up to 3 school days to re-start the service at the stop, since the pickup times for other students might need to be changed.

Bus Stop Appeal Request Form

TO: Anoka-Hennepin School District
Anoka-Hennepin Transportation Department - Bus Stop Appeal
2727 Ferry Street North
Anoka, MN. 55303

If you would like to appeal the bus stop location, please complete the following:

School _____ Bus Stop Location _____

Issue regarding the current bus stop

What you would like to see change

If your request is on in conflict with one of the Board Policy items (A through J) please indicate the letter of the BUS STOP LOCATIONS AND PROCEDURES and why an exception should be allowed.

Route Coordinators, Transportation Safety personnel or the Transportation Safety Committee will use this information to process your request.

VIDEO SURVEILLANCE ON SCHOOL GROUNDS AND IN SCHOOL BUILDINGS

I. PURPOSE

Maintaining the health, welfare, and safety of students, staff and visitors while on school district property as well as the protection of school district property are important functions of the school district. The School Board recognizes that video/electronic surveillance systems may serve as a deterrent of prohibited activity and assist with monitoring and investigating activity on school property.

II. GENERAL STATEMENT OF POLICY

A. Placement

1. School district building and grounds may be equipped with video cameras. It is commonplace to locate video surveillance equipment at the entrance to schools.
2. If school district buildings and grounds are equipped with video surveillance, a conspicuous notice will be posted to notify students, staff and the public that they may be recorded.
3. Video surveillance may occur in any school district building or on any school district property.
4. Video surveillance may occur in any school bus under contractual agreement with bus companies.
5. Video surveillance will not be used in bathrooms or locker rooms, although surveillance may occur in hallways in the vicinity of bathrooms or locker rooms.

B. Use of Stored Surveillance Data.

1. Surveillance data will be viewed only by the appropriate school building administrator (and/or designee). The data will be used by the building principal to assist in determining whether or not an incident actually occurred, and if so, the severity of the incident. Information obtained from the data that reveal unlawful actions may be brought to the attention of the school police liaison officer and/or law enforcement agencies. The parent/guardian of the student, as well as the student that has been observed and recorded, will be allowed to view the data in accordance with data privacy laws and the Protection and Privacy of Pupil Records policy. Upon written request, the school district will provide a written summary of the recorded incident(s) to a student pictured on the data or the student's parent/guardians.
2. Each building principal (and/or designee) will be responsible for the security of the surveillance equipment and for the handling of the data as set forth by the District Records Retention Schedule.
3. Any recorded data will be released only in conformance with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g and the rules and/or regulations.

Anoka-Hennepin District No. 11
 Anoka, MN 55303
 Adopted February 26, 2001
 Revised March 24, 2014

FUND BALANCES

I. PURPOSE

The purpose of this policy is to establish a key element of the financial stability of the District by setting guidelines for fund balance. Unassigned fund balance is an important measure of economic stability. It is essential that the District maintain adequate levels of unassigned fund balance to mitigate financial risk that can occur from unforeseen revenue fluctuations, unanticipated expenditures, and similar circumstances. The fund balance also provides cash flow liquidity for the District's general operations.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

III. DEFINITIONS

- A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.
- B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.
- C. "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.
- D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.
- E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or

contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.

- F. “Restricted” fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.
- G. “Unassigned” fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.
- H. “Unrestricted” fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

The school district will strive to maintain a minimum unassigned general fund balance of five percent of the annual budget.

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

VII. COMMITTING FUND BALANCE

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: Superintendent and Chief Financial Officer. Assignments so made shall be reported to the school board on an annual basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. REVIEW

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

Anoka-Hennepin School District No. 11
Coon Rapids, MN 55433
Adopted: May 9, 2011

Debt Management Policy

Purpose

To establish and maintain well defined debt management guidelines for issuing new debt as well as managing outstanding debt. It will apply to all debt instruments issued by the District regardless of the purpose for which issued or the funding source for repayment. The School Board will authorize all debt financing agreements.

The primary objective is to ensure prudent debt management practices which:

1. Maintain financial stability and flexibility
2. Preserve public trust
3. Minimize cost to taxpayers
4. Maintain a prudent level of financial risk
5. Preserve access to financial markets
6. Demonstrate adequate administrative oversight of debt programs to credit rating agencies and governing authorities

The Superintendent or designee will have the authority to initiate a debt issuance process. Such debt issuance processes will be administered in a manner consistent with Minnesota State law, Department of Education regulations and District policies. Procedures implementing this policy are contained in Board Policy Guidelines 715.0G.

The School Board will be provided with a summary debt management update at budget adoption and with every bond sale. The Debt Management Regulation will be reviewed on an annual basis and updated as needed.

Rationale:

Anoka-Hennepin Public Schools will practice wise stewardship of financial resources.

Ref:

M.S. 123B School District Power and Duties
M.S. 465.71 Installment Lease Purchase
M.S. 475 Municipal Debt

Anoka-Hennepin School District No. 11
Anoka, MN 55303

Adopted: February 9, 2015

Debt Management Policy Guidelines

Purpose

The purpose of the Anoka-Hennepin Public School District Debt Management Policy is to establish and maintain well defined debt management guidelines for issuing new debt as well as managing outstanding debt to sustain a strong debt management program. This program will be used to address the funding needs for operations and capital assets which are identified in the 10 year Capital Facilities/Improvement Plan and are necessary to meet the district's mission, vision and goals.

Authorized Borrowing Types

Debt is a financing tool which should be judiciously used within the District's legal, financial and debt market capacities. The District will consider the following range of debt structures which when combined allow for flexibility in responding to future needs, do not utilize all available debt capacity, continue to emphasize credit considerations, and match well with the useful life of the assets for which debt is incurred.

Cash Management– If the district has analyzed its annual cash flow and has determined that there are insufficient funds during any month of the year to pay its usual lawful current obligations; the district has authority to borrow funds. Authorized methods are:

1. Borrowing to cover insufficient fund to pay orders – The district may enter into agreement with a bank (Minn. Stat. # 123B.12a) or may enter into line of credit agreements with a financial institution (Minn. Stat. # 123B.12b).
2. Tax Settlement Advance – The district, upon written request and approval to the county treasurer, may receive advances from tax collections prior to the next settlement and distribution.
3. Emergency State Aid – The district may appeal to the commissioner to revise the state aid payment dates and percentages prescribed in statute if there is an emergency or serious cash flow problem that cannot be resolved by issuing other forms of indebtedness (Minn. Stat.#127A.45, Subd.4)
4. Tax Anticipation Certificates – The district may issue certificates of indebtedness which are issued in the calendar year in which the taxes are due and payable. (Minn. Stat. # 126C.50 to 126C.56)
5. Aid Anticipation Certificates – The district may issue certificates of indebtedness which are issued in the fiscal year (July 1 – June 30) in which the aids are receivable. (Minn. Stat. # 126C.50 to 126C.56)
6. Reverse Purchase Agreements – The district may receive additional cash when it sells a security it has purchased with an agreement to repurchase at a fixed future date and price. (Minn. Stat. #475.51, Subd.12).

Short-Term and Long-Term Debt – If the district has analyzed its capital needs and has determined that funding is necessary to provide for those needs, the district has authority to borrow funds. Authorized methods are:

1. Voter Approved General Obligation Bond Issue – The district may issue bonds for the acquisition or betterment of school facilities (Minn. Stat. #475.52,Subd. 52).
2. Special Authorities for Non-Voter Approved General Obligation Bond Issue – The district may issue bonds for deferred maintenance to school facilities (Minn. Stat. #123B.59 and 123B.591).

The district may issue bonds for building calamities (Minn. Stat. #123B.60). The district may issue bonds for certain capital improvements for energy modifications, disability access, life and safety codes, and modifying buildings & equipment for security (Minn. Stat. #123B.62).

3. Voter Approved Capital Projects Referendum – The district may fund capital projects with the establishment of an annual levy to finance a building project over a period of years without the need to borrow and pay interest costs (Minn. Stat. #123B.63).
4. Purchase Certain Capital Equipment – The district may issue certificates of indebtedness or capital notes to purchase capital equipment having an expected useful life at least as long as the terms of the certificates or notes, not to exceed five years (Minn. Stat. #123B.61).
5. Tax-Exempt Lease Purchase Program – The district may arrange for a lease purchase to fund a wide variety of capital needs. These obligations are not included in net debt since the district must have the right to terminate a lease purchase agreement at the end of any fiscal year during its term (Minn. Stat. #465.71).

Restrictions / Limitations of Debt Issuance

The District will structure its debt in compliance with all federal, state, and local requirements as to repayment terms and seek to repay its debt in an expeditious manner within the District's overall financial objectives and in consideration of the useful life of the project and dedicated repayment revenue sources. The District will include the following when developing debt issuance plans.

1. Minnesota Statutes limit the amount of net long-term debt to 15 percent of actual market value of all taxable property situated within its corporate limits
2. Anoka-Hennepin school district will limit the amount of net long-term debt to 2 percent of actual market value of all taxable property situated within its corporate limits
3. The term for short term financing shall in no case exceed 5 years
4. The term of long term financing shall in no case exceed 30 years
5. The average (weighted) bond maturities shall be kept at or below 25 years
6. The District will structure its debt to ensure the earliest possible maturity and strive to maintain stable ratio of debt service expenditures as a percentage of total expenditures not to exceed 10%

Debt Issuance Process

1. The District normally will rely on specifically generated funds and/or annual operational funds to finance its capital and cash flow needs on a pay as you go basis.
2. The use of short-term debt is appropriate for some capital equipment purchases or to satisfy the cash flow needs of the District. When pay as you go basis is not sufficient and short term financing becomes necessary the district will determine the following:
 - Analysis of why pay as you go basis is not sufficient
 - Identify the appropriate type of authorized borrowing
 - Determine the financing guidelines and financial professionals appropriate for the type of borrowing
 - Obtain two or more quotes when lease financing is more economically beneficial
 - Obtain proper school board authorization
3. The use of long-term bonds should be used to finance planned capital facilities projects where it is appropriate to spread the cost over multiple years and future tax payers will benefit from the investment.

- a. Analysis of why the capital facilities project is necessary for the district
- b. Identify the appropriate type of authorized borrowing
- c. Determine the appropriate external financial professionals

Financial Advisor – The District's Financial Advisor will work with District staff to:

- ☐ Insure that the District's bonds are issued at the lowest possible interest cost and are structured in accordance with the District's financing guidelines
- Prepare the Notice of Sale, Preliminary Official Statement, and the Official Statement
- Obtaining the Credit Enhancement Program through the State of Minnesota
- Evaluate the bids submitted and recommend that they be accepted or rejected
- Review draft closing documents and monitor the closing process
- Prepare and submit the District's Annual Disclosure Report in accordance with SEC Rule 15c2-12
- Assist in establishing repayment schedules that complement existing requirements and maintain a repayment pace acceptable to credit rating agencies

Bond Counsel – The District's Bond Counsel will:

- Certify that the District has the legal authority to issue bonds
- Prepare required orders, resolutions, and tax certificates
- Work with the Attorney General to obtain approval of the bond issue
- Provide a legal opinion as to the enforceability and the federal income tax implications of the bonds
- Coordinate the closing transactions

Paying Agent / Registrar – The District's Paying Agent will:

- Authenticate the bonds
- Send/receive transfers of money at closing
- Maintain a listing of bondholders and applicable addresses
- Receive principal and interest payments from the District and remit to bondholders
- Represent bondholders in case of default

- d. Determine methods of sale: competitive and negotiated. The conditions under which each type of bond sale is best used are provided below. The District reserves the right to select the method it deems most effective to market, price and place its bonds.

Competitive Sale:

- Bond prices are stable and/or demand is strong
- Market timing and interest rate sensitivity are not critical to the pricing
- There are not complex explanations required during marketing regarding the issuer's projects, political support, funding or credit quality
- The bond type and/or structural features are considered to be conventional

Negotiated Sale:

- Bond prices are volatile
- Demand is weak or supply of competing bonds is high
- Market timing is important, such as for refunding's
- Sale and marketing of the bonds could require complex explanations regarding the issuer's projects, political support, funding or credit quality

- The bond type and/or structural features are considered to be non-standard
- e. Obtain a credit rating from at least one nationally recognized bond rating agency on all bond issues. There are currently three nationally recognized rating agencies: Moody's Investors Service, Standard & Poor's Rating Agency, and Fitch Ratings, Inc. Rating agencies assign a credit rating to bonds based on their assessment of the District's financial position and ability to make full and timely payments of principal and interest, and provide a ratings report to the market prior to the sale. The District will strive to maintain excellent bond ratings through:
 - Strong financial management practices
 - Timely disclosure of annual financial information including the Comprehensive Annual Financial Report prepared by management and attested to by the external auditors
 - Maintaining good relationships with bond rating agencies including site visits or meetings in person when required
 - f. The District's Financial Advisor will work with District staff to insure that the timing of bond sales coincide with having bond proceeds available for projects prior to the execution of construction or purchase contracts.
 - g. Obtain proper school board authorization
 - h. Disclosure Requirements – The Securities and Exchange Commission (SEC) regulates both primary disclosure (the initial marketing of bonds) and continuing disclosure (the ongoing information to the market about the status of the issue and issuer). The Securities and Exchange Commission Rule 15c2-12, as amended, requires the District to provide updated annual financial information no later than December 31st to designated state and national information repositories. Timely and accurate information can improve the marketability of the District's bonds.
 - i. The District will work with our Financial Advisor to prepare and file the annual report with each nationally recognized municipal securities information repository (NRMSIR) and the state information depository (SID) in order to fully comply with regulations.
4. The district staff and advisors will undertake periodic reviews of all outstanding debt to determine if refunding opportunities exist for current debt obligations. Refunding will be considered (within federal and state tax law constraints) if and when there is a net economic benefit to the refunding, or if the refunding is essential in order to modernize covenants essential to operations and management. In general, current or crossover refundings will be considered if the economic benefit to the district provides a net present value savings of at least 3% of the debt being refunded, as required by state statute. Refundings with negative savings will not be considered unless there is a compelling public policy or legal objective to do so. Crossover refundings will have escrow funds invested in US treasury or US agency instruments with a strong credit rating.

Management of Bond Proceeds

When bonds are issued, the proceeds are deposited in various accounts, which may include a construction fund, debt service fund, and an escrow fund in a refunding. Monies allocated to these funds are invested until needed. The investment strategy for each fund will depend, in part, on federal and state statutes and regulations governing the types of instruments permitted to be used, the yield permitted for the fund, and the anticipated drawdown of bond proceeds. Investment of bond proceeds shall be in accordance with the Public Funds Investment Act (PFIA), the Public Funds Collateral Act, federal and state laws, and according to the cash flow schedule for capital projects. Interest income generated from bond proceeds will be transferred from the Capital Project Fund(s) to the Debt Service Fund for the purpose of paying principal

and interest costs on current and future debt. The District will incur within six months of the date on which proceeds are issued, a binding obligation to a third party to expend at least five percent of the sale proceeds of the Bonds on a Bond Project. The District reasonably expects that work on or acquisition of the Project will proceed with due diligence to completion and that the proceeds of the Bonds will be expended on the Project within reasonable dispatch. The District reasonably expects that 85 percent of the sale Proceeds of the Bonds will have been expended on the Project prior to the date that is three years after the Issue Date. Any Sale Proceeds not expended prior to the date that is three years after the Issue Date, will be either invested at a yield not "materially higher" or make yield restriction payments, not less often than every fifth anniversary date of the delivery of the Bonds and within 60 days following the final maturity of the Bonds.

Management of Debt Service Fund

The District has a debt service fund and the proceeds from all taxes levied, assessed, and collected for and on account of bonds are to be deposited in such Fund. The District expects that taxes levied, assessed and collected for and on account of bonds will be sufficient each year to pay such debt service. The Debt Service Fund will be used primarily to achieve a proper matching of revenues and principal and interest payments on bonds within each bond year. Amounts held in the Debt Service Fund will be invested at an unrestricted yield because such amounts will be expended within 13 months of the date such amounts are received. The remaining portion of the debt service fund will be included in the calculation of arbitrage rebate. The District will call or defease bonds as required by the bond order.

Compliance

Compliance with Statutory Regulations – The District will comply with all statutory regulations in the issuance and structuring of debt obligations.

Federal Arbitrage and Rebate Compliance – The arbitrage rules are statutory rules set forth in the Internal Revenue Code of 1986, as interpreted from time to time by regulations promulgated by the U. S. Treasury Department and rulings by the Internal Revenue Service. Generally, the rules fall into two broad categories, investment rules and rebate rules. The investment rules limit the amount that can be earned by investing bond-related money. The rebate rules are designed to require the local governmental issuer to pay to the United States certain amounts of "arbitrage profit" that may be earned under the investment rules. Both sets of rules require compliance. The District will take all necessary steps to comply with the requirements that "rebate arbitrage earnings" on the investment of "gross proceeds" of bonds, within the meaning of section 148(f) of the Code be rebated to the federal government. Specifically, the District will

- (a) maintain records regarding the investment of the "gross proceeds" of bonds as may be required to calculate such "rebateable arbitrage earnings" separately from records of amounts on deposit in the funds and accounts of the District which are allocable to other bond issues of the District,
- (b) calculate at such intervals as may be required by applicable Regulations, the amount of "rebateable arbitrage earnings," earned from the investment of "gross proceeds" of bonds and
- (c) pay, not less often than every fifth anniversary date of the delivery of bonds and within 60 days following the final maturity of bonds, or on such other dates required or permitted by applicable Regulations, all amounts required to be rebated to the federal government. The District will maintain a copy of any such calculations, and all documentation necessary to produce such calculations or necessary to establish qualification for an exemption from the need to produce such calculations, for at least six years after the close of the final calendar year during which any bond is outstanding. In addition to bond counsel, the District has contracted

with a third party arbitrage compliance specialist to insure that the District maintains compliance with arbitrage rules.

Issuers of municipal bonds with an aggregate of \$10 million or more in outstanding debt are required by SEC Rule 15c2-12 as amended, to annually disclose certain operating data as well as audited financial statements. The required secondary market or ongoing disclosure documents are due to the state information depository (SID) and each nationally recognized municipal securities information repository (NRMSIR) within six months of the fiscal year end. For Anoka-Hennepin, the deadline is December 31st following the fiscal year end of June 30th. Accurate and timely filing of ongoing disclosure information is important as it relates to the liquidity of the District's bonds and insures that the District has the best results when accessing the capital markets.

Reporting to Board

The Superintendent or designee and/or the District's Financial Advisor will provide summary debt management updates to the Board at budget adoption and with every bond sale. The Debt Management Policy will be reviewed on an annual basis and updated as needed.

February 9, 2015

SCHOOL FOOD SERVICE

The Anoka-Hennepin Child Nutrition Program shall be a non-profit, self-supporting program. The school district recognizes that adequate nutrition is essential to child development and learning and that some families may be unable to provide breakfast and lunch for their children.

The district shall provide a meal service program for all students who wish to participate. In accordance with law, free and reduced price meals will be provided to families who meet federal eligibility criteria. The Superintendent or designee shall implement a plan which ensures that eligible students are not treated differently from other students or are not easily identified by their peers. Payment for meals and foods served shall be charged to debit accounts with responsibility for full payment by the parent/guardian.

The Superintendent or designee shall ensure that the meals offered by the district's Child Nutrition Program meet nutritional standards and dietary guidelines required for participation in the National School Lunch and School Breakfast Programs.

Foods shall be prepared in ways which will appeal to students while retaining nutritive quality. Foods will be served in quantities appropriate to meet the needs of students at their age level and served in as pleasant and relaxed an atmosphere as possible.

All administration of the Child Nutrition Program will be coordinated under the direction of the Superintendent or designee. Business functions to be centralized include budgeting, processing of all applications for meal benefits, purchasing of food, supplies and equipment, administration of a district wide salary schedule for all Child Nutrition employees, centrally planned menus, nutritional analysis, employee supervision, training and hiring, and auditing procedures of all accounts.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Revised December 4, 1985
Revised January 1986
Revised August 25, 2008

EQUAL ACCESS TO SCHOOL FACILITIES

I. PURPOSE

The purpose of this policy is to implement the Equal Access Act by granting equal access to school facilities for students who wish to conduct noncurricular-related meetings during noninstructional time.

II. GENERAL STATEMENT OF POLICY

- A. The school board has created a limited open forum for students enrolled in schools during which noncurriculum-related student groups shall have equal access and a fair opportunity to conduct meetings during noninstructional time.
- B. The policy of the school district is not to deny equal access or a fair opportunity to, or to discriminate against, any students who wish to conduct a meeting, on the basis of the religious, political, philosophical, or other content of the speech at such meetings.
- C. Student use of facilities under this policy does not imply school district sponsorship, approval, or advocacy of the content of the expression at such meetings.
- D. The school district retains its authority to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.
- E. In adopting and implementing this equal access policy, the school district will NOT:
 - 1. influence the form or content of any prayer or other religious activity;
 - 2. require any person to participate in prayer or other religious activity;
 - 3. expend public funds beyond the incidental cost of providing the space for student-initiated meetings;
 - 4. compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;
 - 5. sanction meetings that are otherwise unlawful;
 - 6. limit the rights of groups of students based on the size of the group;
 - 7. abridge the constitutional rights of any person.

III. DEFINITIONS

- A. "Limited open forum" means that the school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.
- B. "Sponsorship" includes the act of promoting, leading or participating in a meeting. The assignment of a school employee for custodial, observation, or maintenance of order and discipline purposes does not constitute sponsorship of the meeting. Student activity identification with District or school names or logos does not imply school district sponsorship.
- C. "Meeting" includes activities of student groups which are permitted under a limited open forum and are not directly related to the school curriculum.
- D. "Noninstructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends, including such other periods that occur during the school day when no classroom instruction takes place.

IV. FAIR OPPORTUNITY CRITERIA

Schools in this school district shall uniformly provide that:

- A. A meeting held pursuant to this policy is voluntary and student-initiated;
- B. There is no sponsorship of the meeting by the school or its agents or employees;
- C. Employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;
- D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- E. Nonschool persons may not direct, control, or regularly attend activities of student groups.

V. PROCEDURES

- A. Any student who wishes to initiate a meeting under this policy shall apply to the principal of the building at least 48 hours in advance of the time of the activity or meeting. The student must agree to the following:
 - 1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school activities.
 - 2. The activities or meetings are voluntary and student-initiated. The principal may require assurances of this fact.
- B. Student groups meeting under this policy must comply with the following rules:
 - 1. Those attending must not engage in any activity that is illegal, dangerous,

or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.

2. The groups must comply with school policies, regulations and procedures governing school activities.
- C. Students applying for use of school facilities under this policy must provide the following information to the principal: time and date of meeting, estimated number of students in attendance, and special equipment needs.
- D. The building principal or designee has responsibility to:
1. Keep a log of application information.
 2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.
 3. Note the condition of the facilities and equipment before and after use.
 4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school district sponsorship of the meeting or activity.
 5. Assure that the meeting or activity does not interfere with the school's regular instructional activities.
- E. The school district shall not expend public funds for the benefit of students meeting pursuant to this policy beyond the incidental cost of providing space.
- F. Nonschool persons may not direct, conduct, control, or regularly attend meetings and activities held pursuant to this policy.
- G. A copy of this policy and procedures shall be made available to each student who initiates a request to use school facilities.

Anoka-Hennepin School Dist. No. 11
 Anoka, MN 55303
 Adopted: January 28, 2013

**ACCESS TO AND EGRESS FROM
SCHOOL DISTRICT PROPERTY AND FACILITIES**

1. The proper and lawful access to and egress from School District property and facilities shall remain free from interference, or disruption or the threat thereof.
2. Striking employees will not be permitted on School District property or in School District facilities. This does not mean, however, that any individual is barred from attendance at a public meeting or a School District function conducted on School District property.
3. Persons involved in picketing as part of an employee strike shall not interfere with the normal access to and egress from School District property and facilities; no picketing or other related activities will be permitted on School District property or in School District facilities.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Ref.: M.S. 624.72
Adopted June 22, 1981

ARCHITECTURAL ACCESSIBILITY POSITION STATEMENT

Architectural accessibility impacts significantly the provision of all programs and services within the Anoka-Hennepin School District. Accessibility is a means to ensure that school district facilities provide an environment in which students and their parents, staff, and the community in general can actively participate in all aspects of school district programs.

Accessibility is also linked to educational performance through opportunity. Accessibility and opportunity are interrelated concepts which are addressed through numerous state and federal mandates. These mandates require the provision of equal educational opportunity regardless of race, color, religion, national origin, sex, or handicapping condition.

Providing students with handicaps the opportunity to learn requires the provision of equal access to educational programs and services. Architectural barriers can impact the opportunity to learn by limiting opportunity for participation. For this reason, programs and services will be provided in facilities that permit mobility impaired people to enter, move about, and exit without the assistance of others.

Where architectural accessibility is incomplete, program access will be addressed through:

- Redesign of equipment
- Reassignment of classes and/or other services to accessible facilities or buildings
- Alteration of existing facilities

An attempt will be made to provide program accessibility for students with handicaps within their neighborhood schools. However, within each senior high school enrollment/attendance area, barrier-free elementary and middle/junior high feeder schools will be identified. Parents will be provided the option of selecting a barrier-free school of attendance.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted May 22, 1991

ANOKA-HENNEPIN SCHOOL DISTRICT CRISIS MANAGEMENT POLICY

I. PURPOSE:

Whereas, the Anoka-Hennepin School District strives to provide an educational and work environment which promotes and protects the physical safety and well-being of its students and employees; and

Whereas, the Anoka-Hennepin School District has been a safe place for learning, teaching, and working; and has a strong and continuing commitment to maintain and improve the safe and secure learning and working environment in all district buildings and on all school property; and

Whereas, the Minnesota Legislature has mandated in Minn. Stat. § 121A.035 that by July 1, 2000, the School Board must adopt a District Crisis Management Policy;

II. POLICY STATEMENT:

Therefore, Now Be It Resolved, that each building in the district, utilizing the District's web-based Crisis Preparedness Management System, will create a crisis management plan to fit that building's specific situation and needs, in conjunction with local community response agencies and school district resources. A hard copy of the plan will be kept in the building and an electronic copy will be available for the Administrators who supervise crisis management at the schools. The building crisis plan will be updated at least annually and will include at a minimum:

1. Crisis specific procedures
2. Procedures for evacuation and the designation of a predetermined evacuation site
3. Procedures for lockdown
4. Procedures for tornado sheltering
5. An updated plan/map of the building
6. Names and phone numbers of crisis team members, emergency resources, and district office contacts.

Each principal will select and lead a building crisis response team of appropriate staff who are willing and have been trained to respond in an emergency in accordance with the buildings specific crisis management plan. Each building will update the crisis team membership yearly.

The District will identify and train a team of staff to serve as the District Crisis Team who are available to quickly respond to a crisis at any district location to assist the building crisis response team members.

The District Health and Safety Committee will meet monthly and will address concerns and issues regarding crisis management that are raised by any building and will communicate with the cabinet to keep them informed of the status of crisis management in the District.

Inservice training opportunities in crisis management issues will be provided to staff at the building or District level annually.

Anoka-Hennepin School District
Coon Rapids, MN 55433
Adopted June 26, 2000
Revised April 26, 2010

HEALTH AND SAFETY POLICY

I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.
- B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the superintendent. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe work practices. The committee will also recommend procedures for investigating accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation. The superintendent may request that the safety committee established under Minn. Stat. § 182.676 carry out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under Minn. Stat § 182.676.

III. PROCEDURES

- A. Based upon recommendations from the health and safety advisory committee and subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and

shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.

- B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.
- C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

IV. PROGRAM AND PLANS

- A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:
 - 1. Asbestos
 - 2. Fire and Life Safety
 - 3. Employee Right to Know
 - 4. Emergency Action Planning
 - 5. Combustible and Hazardous Materials Storage
 - 6. Indoor Air Quality
 - 7. Mechanical Ventilation
 - 8. Mold Cleanup and Abatement
 - 9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools
 - 10. Infectious Waste/Bloodborne Pathogens
 - 11. Community Right to Know
 - 12. Compressed Gas Safety
 - 13. Confined Space Standard
 - 14. Electrical Safety
 - 15. First Aid/CPR/AED
 - 16. Food Safety Inspection
 - 17. Forklift Safety
 - 18. Hazardous Waste
 - 19. Hearing Conservation
 - 20. Hoist/Lift/Elevator Safety
 - 21. Integrated Pest Management
 - 22. Laboratory Safety Standard/Chemical Hygiene Plan
 - 23. Lead
 - 24. Control of Hazardous Energy Sources (Lockout/Tagout)
 - 25. Machine Guarding
 - 26. Safety Committee
 - 27. Personal Protection Equipment (PPE)
 - 28. Playground Safety
 - 29. Radon
 - 30. Respiratory Protection

- 31. Underground and Above Ground Storage Tanks
- 32. Welding/Cutting/Brazing
- 33. Fall Protection
- 34. Other areas determined to be appropriate by the health and safety advisory committee.

If a risk is not present in the school district, the preparation of a plan or procedure for that risk will not be necessary.

- B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.
- C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.
- D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.
- E. The administration shall conduct periodic workplace inspections to identify potential hazards and safety concerns.
- F. In the event of an accident or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

V. BUDGET

The superintendent shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The superintendent, or such other school official as designated by the superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

VI. ENFORCEMENT

Enforcement of this policy is necessary for the goals of the school district's health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

Anoka-Hennepin District No. 11
Anoka, MN 55303
Adopted: July 9, 2012
Revised: June 16, 2014

PREVAILING WAGE POLICY

The Anoka-Hennepin Independent School District No. 11 (herein referred to as the School District) wishes to establish a policy which provides that in any contract the cost of which is estimated to exceed \$2,500 and only one trade or occupation is required to complete it, or \$25,000 and more than one trade or occupation is required to complete it, the School District will require any contractor and/or subcontractor to pay their respective employees who fall within any job classification established by the Minnesota Department of Labor and Industry, at a minimum, the prevailing wage rate as certified by said Department; and

In any contract the Cost of which is estimated to exceed \$2,500 and only one trade or occupation is required to complete it, or \$25,000 and more than one trade or occupation is required to complete it any contractor and/or subcontractor that fails to abide by the prevailing wage rate requirement of the contract, the contractor shall pay to the School District as liquidated damages 5% of the contract amount, and

The inclusion of such a liquidated damages provision would provide a method to determine damages incurred by the School District if a contractor did not comply with the prevailing wage contract provisions which would otherwise be difficult to determine; and,

Such a liquidated damages provision would foster compliance with a School District policy which would promote fairness to all bidders in the competitive bidding process:

Prior to the award of any Anoka-Hennepin School District No 11 contract, the cost of which is estimated to exceed \$2,500 and only one trade or occupation is required to complete it, or \$25,000 and more than one trade or occupation is required to complete it, the contractor shall agree that the contractor's employees and any subcontractor's employees who fall within any job classification established and published by the Minnesota Department of Labor and Industry, shall be paid at a minimum, the prevailing wage rates as certified by said Department.

All Anoka-Hennepin Independent School District No. 11 contracts, the cost of which is estimated to exceed \$2,500 and only one trade or occupation is required to complete it, or \$25,000 and more than one trade or occupation is required to complete it, shall contain a provision which requires the contractor to pay to the School District, as liquidated damages, 5% of the contract amount if the contractor and/or subcontractor fails to comply with the prevailing wage provision of the contract.

Anoka-Hennepin District No. 11
Coon Rapids, Minnesota
September 28, 1992

REGULATIONS FOR ENERGY CONSERVATION

- I. **INTRODUCTION.** The Anoka-Hennepin School District has an ongoing commitment to Energy Conservation.

- II. **PURPOSE.** The purpose of the Anoka-Hennepin Energy Conservation Plan is to minimize the use of energy without adversely affecting the health and safety of the occupants or adversely affecting educational programs.

- III. **ENERGY CONSERVATION PLAN.** The Anoka-Hennepin Comprehensive Energy Conservation Plan does include:
 - The regulations outlined in this publication.
 - Long range building renovation, retrofitting, etc.
 - Energy audits.
 - Public relations.

- IV. **EDUCATION.** Educating our citizens about the need for energy conservation is an important role for a public school system. Education by example is well documented as an effective learning technique. We are asking that all Anoka-Hennepin School District employees and students be fully informed of the energy conservation regulations of the school district and individually assist in conserving energy.

Air Temperature (Heating Season)

Building Occupied Periods Maximum /Unoccupied Periods Maximum

Secondary Classrooms: 68 degrees /63 degrees

Preschool and K-6 Classrooms: 70 degrees/ 65 degrees

Gymnasiums and Lunchrooms: 65 degrees/ 60 degrees

Lounges: 68 degrees/ 63 degrees

Corridors/Lavatories: 60 degrees/ 55 degrees

All Offices: 70 degrees/ 65 degrees

Air Temperature: (Cooling Season) Minimum Occupied 76 degrees

Swimming Pools: 83 degrees

Note: Portable personal devices such as electric space heaters, coffee pots, and refrigerators are prohibited.

- V. **DETERMINING AIR TEMPERATURE.** Thermostats will be set at a level to maintain a temperature not higher than the maximum. The air temperature will be determined by the building supervisor in each building using a calibrated thermometer.

- VI. **EXEMPTIONS.** Providing a comfortable air temperature for every individual employee and student is virtually impossible. Exemptions from the regulations will be rare. However, when documented health problems exist among occupants or other

extenuating circumstances can be documented, an exemption may be allowed for temperature or personal devices. An exemption must be approved by the Health and Safety Committee upon a recommendation of the building principal.

- VII. **WATER TEMPERATURE.** Hot water temperatures in all buildings are not to exceed 125 degrees. This does not apply to water for dishwashing or where state or local regulations describe a minimum level above 125 degrees. Swimming pool water temperature will be set at 83 degrees.

VIII. **ENERGY SAVING TIPS**

- Maintain occupied air temperatures and lighting only in those areas of the building and the time of day which the areas are occupied.
- Keep classroom doors closed during the heating season.
- Keep vestibule doors closed during the heating season.
- Permit the sun's rays to enter the rooms as much as practicable.
- Use exhaust fans in critical areas only, such as lavatories, shower rooms, kitchens, etc.
- Minimize outside air intake to code required Cubic Feet per Minute.
- Staff should use carpools whenever possible.

Anoka-Hennepin District No. 11
 Coon Rapids, MN 55433
 Revised January 9, 1984
 Revised November 27, 2006

DISPOSAL OF PROPERTY

It shall be the responsibility of Business Services to dispose of equipment that is no longer of value to the school district. Procedures shall be developed and applied by which such judgment is made including usefulness to the District, determination of fair market value and retention of records of property sales and dispositions. If the equipment is located in a school building, by recommendation of the principal said property will be delivered to the district warehouse. If the value exceeds \$5,000, or, if there are public relations aspects involved, approval of the Superintendent and/or School Board or their designees shall be secured. Disposal of district property is done in compliance with applicable State statutes.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted May 1, 1974
Revised November 1991
Revised May 9, 2011

NAMING FACILITIES POLICY

It shall be the policy of the Anoka-Hennepin School Board to name facilities for one of the following:

1. Deceased or living persons who have attained prominence locally or nationally.
2. A geographic area, feature, or program purpose served by the facility or related to its location.
3. In the case of non-school facilities, the function of the facility.

No two facilities in the Anoka-Hennepin School District will be given the same name. The general procedures for naming facilities shall be as follows:

1. The Superintendent will appoint an ad hoc advisory committee.
2. The advisory committee will present to the School Board a recommended name for the facility.
3. The School Board will make the final decision in naming all facilities.

Once determined, the name of a facility will not be changed, with the exception of the repurposing of an existing building and/or for other unique circumstances as determined by the School Board.

The School Board will permit designating rooms or areas of existing facilities to be dedicated to the name of a deceased person or living person who has obtained prominence. The general procedures for dedicating designated rooms or areas of a facility to the name of a person shall be as follows:

1. A request for such action shall be submitted by the building principal through the Superintendent to the School Board for consideration.
2. It must be demonstrated that the employees, students, and parents served by the facility are in general concurrence with the recommended action.
3. The School Board will make the final decision in dedicating rooms or areas of a facility to the name of a person.

Anoka-Hennepin District No. 11
 Anoka, MN 55303
 Adopted May 21, 1985
 Revised November 27, 2006
 Revised March 23, 2009
 Revised February 8, 2010
 Revised February 23, 2015

LEASING POLICY

All lease agreements that have purchase options and that have scheduled payments that extend to future fiscal years must be reviewed by the Finance Department for conformance to Minnesota Statutes and approved by action of the School Board.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted February 25, 1991

USE AND RENTAL OF DISTRICT FACILITIES

I. Philosophy

The Anoka-Hennepin School District welcomes community use of its facilities under conditions prescribed or permitted by law and in accordance with adopted policies, rules and regulations of the School Board.

II. Usage Guidelines

- 1) The Superintendent or designee is authorized to grant the use of District facilities and to establish the conditions under which they are used. The Superintendent may reject any application or rescind any agreement for use of facilities when the activity is inconsistent with the educational goals and cultural interest of the District or when the activity is likely to damage facilities.
- 2) The Superintendent may designate a high school principal for the scheduling and management of the use of high school facilities (indoor, outdoor and off site) for regular school use and co-sponsored activities.
- 3) Organizations using district facilities agree that the organization will not unlawfully discriminate on the basis of actual or perceived race, color, creed, religion, national origin, sex, marital status, disability, familial status, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status.
- 4) The School Board establishes fees for the use of school facilities. Payment of fees may be required in advance of the activity.
- 5) Organizations will be responsible for the payment of any additional expenses incurred by the District as a result of the organizations usage of the facilities. Additional charges may include but are not limited to supervision, custodian, utilities, field lighting and repairs. These charges would be made in addition to the space usage fees identified in this policy.
- 6) Organizations may be required to provide evidence of liability insurance coverage.
- 7) Applicants granted usage of facilities are responsible for all damages.
- 8) All facilities, grounds and vehicles are tobacco free.
- 9) There will be no gambling, use of alcohol or drugs on district property.

III. Scheduling Priorities

Anoka-Hennepin School District activities and functions have priority for the use of district facilities. If a conflict occurs with other organizations, every effort will be made to provide an alternate district facility.

Organizations are defined as local if: 1) the organization has physical facilities within school district boundaries or 2) the individuals using the facilities are primarily school district residents (90%).

Scheduling Priority

A) Anoka-Hennepin School District activities and public elections.

Includes all concerts, sporting events, board meetings, community education, public elections, special hearings and co-sponsored events.

B) Government organizations

Local city, county and government entities operating within the District boundaries.

C) Local organizations/non-profits which are serving youth

Includes groups such as 4-H, athletic organizations, Boy Scouts, Girl Scouts, Booster Clubs etc. who have as their primary purpose serving students of the District.

- D) Local organizations/non-profits serving adults and religious organizations
Local non-profit organizations serving adults and religious organizations.
- E) Non-profit organizations serving youth or adults that charge fees/generate revenue during facility rental.
Includes amateur or youth sports organizations conducting invitational tournaments.
- F) Commercial and for profit organizations
Includes colleges and universities offering courses and a business conducting commercial activities in District facilities.

IV. Usage Fees

- 1) Facility Rates: All fees listed are hourly rates. Letters at the top of the column correspond to the scheduling priorities. Organizations may be responsible for additional costs such as custodial services, supervision, equipment and damages.

General Facilities	B+C	D+E	F
Elementary Gyms (each court)	\$8	\$15	\$20
Middle School Gyms (each court)	\$8.50	\$15.50	\$22
High School Gyms (each court)	\$10.50	\$20.50	\$32
Middle School Auditorium	\$10	\$20	\$30
High School Fieldhouse	\$40	\$80	\$120
High School Auditorium	\$20	\$40	\$60
Board Room	\$22	\$44	\$66
Concession Stand	\$10	\$20	\$30
Classroom	\$6	\$11	\$22
Music Rooms	\$8	\$12	\$24
IMC	\$6	\$11	\$32
Elementary Café	\$6	\$11	\$32
Middle School Café	\$10	\$15	\$40
High School Café	\$10	\$15	\$50
Kitchen	\$20	\$30	\$40
Computer Lab	\$30	\$40	\$60
Tennis Courts	\$10	\$20	\$30

Staff Development Center	B+C	D+E	F
Erling Johnson A/B/C/D	\$48	\$54	\$60
Erling Johnson A/B or C/D	\$32	\$36	\$40
Erling Johnson A, B, C, or D	\$28	\$32	\$35
George Petty	\$28	\$32	\$35
Sherwood Cleveland East/West	\$20	\$23	\$25
Garth Lappin Lab	\$48	\$54	\$60
Pauline Chamberlain Lab	\$48	\$54	\$60
Conference Room 112	\$24	\$27	\$30

Conference Room 113	\$24	\$27	\$30
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- 2) Pool Rates: Pools will be available for rental to organizations. Groups may be asked to guarantee a number of days to insure District costs are met by the rental fee. Groups may be responsible for additional costs such as custodial services, supervision, damages, equipment and pool start-up costs.

Pool Facilities	B+C	D+E	F
Swimming Pool-Hourly Rates	\$35	\$45	\$60

- 3) Field Usage Rates: General use of outdoor athletic fields will be charged on a per player basis for the season. Tournament use of outdoor fields will be charged on a per day basis. Letters at the top of the column correspond to the scheduling priorities. Groups may be responsible for additional costs such as custodial services, supervision and damages.

Field Usage	B+C	D+E	F
Baseball/Softball Field-Elementary/Middle School	\$10	\$17	\$22
Baseball/Softball Field-High School	\$12	\$22	\$32
Soccer/Football/Lacrosse Field	\$12	\$22	\$32
Track	\$12	\$22	\$32

Field Usage – Daily Rates for Tournaments	B+C	D+E	F
Baseball/Softball Field - Elementary/Middle School	\$25	\$30	\$35
Baseball/Softball Field - High School	\$50	\$60	\$70
Soccer/Football Field	\$100	\$120	\$140
Track	\$100	\$120	\$140
Tennis Courts	\$100	\$120	\$140

Anoka-Hennepin District No. 11
 Anoka, MN 55303
 Revised February 8, 1988
 Revised September 24, 1990
 Revised October 12, 1992
 Revised May 10, 1993
 Revised November 28, 1994
 Revised May 28, 2002
 Revised August 9, 2010
 Revised July 14, 2014
 Revised November 12, 2014

SCHOOL SECURITY AND VISITORS TO ANOKA-HENNEPIN SCHOOL DISTRICT BUILDINGS AND SITES DURING THE INSTRUCTIONAL DAY

I. PURPOSE

The purpose of this policy is to inform the school community and the general public of the position of the School Board on visitors to school buildings and other school property and leased sites during the instructional day.

II. GENERAL STATEMENT OF POLICY

- A. The School Board encourages interest on the part of parents and community members in school programs and student activities. The School Board welcomes visits to school buildings and school property by parents and community members, provided the visits are consistent with the health, education, and safety of students and employees and are conducted within the procedures and requirements established by the Anoka-Hennepin School District.
- B. The School Board emphasizes the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.
- C. The School Board strives to keep schools a welcoming place for our community to share educational experiences while providing heightened security for students and employees during the instructional day.

III. VISITOR LIMITATIONS

- A. All visitors to Anoka-Hennepin buildings and sites must register with the administrative office upon arrival and departure. Doors will be locked and visitors will be expected to present identification at the entrance.
- B. Visitors to Anoka-Hennepin buildings and sites will receive and must wear a highly visible visitor badge to signify their status and the fact that school administration has authorized their presence in the building.
- C. Visitors who wish to meet with or observe teachers should schedule appointments in advance and register with the administrative office upon arrival.
- D. If school district personnel or volunteers see a visitor in the building without a visitor badge, they will courteously escort the visitor to the administrative office or immediately notify the administrative office of the presence of the visitor.
- E. Pursuant to this policy, an individual or group may be denied permission to visit a school or school site; or such permission may be revoked if the visitor does not comply with the school district procedures and regulations, or if the presence of the individual or group is not in the best interest of students, employees, or the school district.
- F. Pursuant to state statute, an individual who enters school property and does not comply with the policy and its requirements may be charged with criminal trespass and thus may be subject to criminal penalty.
- G. Parents/Guardians of students in Adventures Plus before and/or after school will be issued equipment to allow them access into areas used for the program.

Anoka-Hennepin District No. 11
Anoka, MN 55303
Adopted September 27, 1999
Revised March 10, 2014

POLICY REGARDING PARENTAL CONTACT WITH STUDENTS
DURING THE SCHOOL DAY

The Anoka-Hennepin School District recognizes the rights of both the biological parents of a student to have equal access to communication with their child during the school day. At the same time the District realizes the importance of providing a learning environment for all students that is free of distractions and disruptions. Whenever possible parents/guardians should arrange to meet with and/or talk with their children outside the school day.

In the event of an emergency which requires parental contact with a child during the school day, the parent/guardian should telephone or go to the office of the building principal to:

1. Request that the child be called to the office to meet with the parent/guardian and/or to speak with the child on the telephone.
2. The principal or designee may determine if the child may leave class at that time to meet or talk with the parent/guardian.
3. This policy and the procedures will be implemented equally with all parents/guardians whether custodial or non-custodial.

The School District recognizes that disputes often arise between divorced or estranged parents; however, it is not the arbitrator of these disputes and will not assume that role. Accordingly, the Anoka-Hennepin School District will not enforce custody or parental visitation orders that are not specifically directed at it.

Anoka-Hennepin School District No.11
Coon Rapids, MN 55433
Adopted May 1994

PROCEDURES REGARDING PARENTAL CONTACT
DURING THE SCHOOL DAY

1. The principal or designee may select the meeting place and determine the length of time the student may be away from class. If appropriate, the principal or designee may be present when the parent/guardian meets with the child.
2. Parents/guardians may not go to classrooms, cafeterias, or other school locations to meet with their children unless they first check into the principal's office and receive permission to do so.
3. When a non-custodial parent requests to take his/her child off school grounds during the day or to pick a child up in school at the end of the school day for the purpose of taking the child off school grounds, written permission must be granted for this release by the parent with whom the child resides and the school may contact the parent with whom the child resides to inform them.

Anoka-Hennepin School District No. 11
Coon Rapids, MN 55433
Adopted May 1994

DISTRIBUTION OF MATERIALS ON SCHOOL DISTRICT PROPERTY BY NONSCHOOL PERSONS

I. PURPOSE

The purpose of this policy is to provide for distribution of materials appropriate to the school setting by nonstaff and nonstudents on school district property in a reasonable time, place and manner which does not disrupt the educational program nor interfere with the educational objectives of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district intends to provide a method for nonschool persons and organizations to distribute materials appropriate to the school setting, within the limitations and provisions of this policy.
- B. To provide for orderly and nondisruptive distribution of materials, the school board adopts the following regulations and procedures.
- C. Permission or denial of permission to distribute materials does not imply approval or disapproval of its contents by the school, the administration or the individual reviewing the material submitted.
- D. The time, place and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

III. DEFINITIONS

"Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, or posting or displaying material, or placement in mailboxes or by electronic mail.

- A. "Materials" includes all materials and objects intended by nonschool persons or nonschool organizations for distribution. Examples of nonschool-sponsored materials include but are not limited to leaflets, brochures, buttons, badges, flyers, petitions, posters, underground newspapers whether written by students, employees or others, and tangible objects.
- B. "Nonschool person" means any person who is not currently enrolled as a student in or employed by the school district.
- C. "Administration" means the Superintendent of Schools or their designee.
- D. "Obscene to minors" means:
 - 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 - 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
 - 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

- E. "Minor" means any person under the age of eighteen (18).
- F. "Material and substantial disruption" of a normal school activity means:
 1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption, which interferes with or impedes the implementation of that program.
 2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

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

- G. "School activities" means any activity sponsored by the school, including but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, and in-school lunch periods.
- H. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him or her in the esteem of the community.

IV. GUIDELINES

- A. Nonschool persons and organizations may, within the provisions of this policy, be granted permission to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, materials and objects which are appropriate to the school setting.

Requests for distribution of materials will be reviewed on a case- by-case basis. However, distribution of the following materials is always prohibited. Material that:

1. Is obscene to minors;
2. Is libelous;
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 any product or service not permitted to minors by law;
5. Advocates violence or other illegal conduct;
6. 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 of the proper and orderly operation and discipline of the school or school

activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

- B. Permission to distribute materials by nonschool persons on school district property is a privilege and not a right. In making decisions regarding permission for such 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 distribution would require that nonschool persons be present on the school grounds;
- C. Any nonschool person wishing to distribute materials must complete a written application form and submit it to the Community Education Department for review. A copy of the materials intended for distribution must accompany the application and be submitted ten days in advance of the desired distribution time. The Community Education Director will approve or deny the request to distribute materials.
- D. All items to be distributed must include the following statement: "This event, class, activity or matter is not sponsored or endorsed by Anoka-Hennepin School District #11 and is not printed at District expense."
- E. In the event that permission to distribute materials is denied, the nonschool person or organization may request reconsideration of the decision by the superintendent. The request for reconsideration must be in writing and must set forth the reasons why distribution is desirable and in the interest of the school community.

V. VIOLATION OF POLICY

Any party violating this policy or distributing materials without permission will be directed to leave the school property immediately and, if necessary, the police will be called.

VI. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures necessary to implement this policy.

Anoka-Hennepin District No. 11
 Coon Rapids, MN 55433
 Adopted: February 24, 2000
 Revised: November 27, 2006
 Revised: June 14, 2010

ADVERTISING POLICY

I. PURPOSE

The School Board encourages and values strong partnerships with individuals, community organizations and business. The School Board recognizes that through collaboration on matters of importance, community partners can make significant contributions to the quality of the education experience for students. The purpose of this policy is to provide a framework for advertising and sponsorships that promote products or services to students, staff, parents and community at school-related activities, within school and district print, electronic and digital communications, and on school and district properties.

II. GENERAL STATEMENT OF POLICY

- A. It is the school district's policy that the name, facilities, staff, students, or any part of the school district shall not be used for advertising or promoting the interests of a commercial or nonprofit agency or organization except as set forth below.
- B. The time, place and manner of advertising will be solely within the discretion of the School Board, Superintendent or designee, consistent with the provisions of this policy.
- C. The school district advertising processes and procedures shall be built on trust and recognize the important role of partnerships in supporting and maintaining student programs and activities.

III. DEFINITIONS

"Advertising" means print, electronic or digital communications practices by a commercial or nonprofit agency or organization aimed at persuading audiences to purchase products and/or services, or adopt particular point of view. Advertising includes, but is not limited to text and images placed in district publications, exclusive agreements or contracts, sponsorship of school programs, fundraising and incentive programs, appropriation of space on school district property and facilities and sponsorship of supplemental educational materials.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted June 14, 2010

U:att10/Policy- Advertising 6-2-10 to Brd061410

ADVERTISING POLICY GUIDELINES

I. ADVERTISING GUIDELINES

- A. School district communications (central office and/or buildings), including publications such as programs and calendars, may accept and publish paid advertising. In no instance shall advertising or advertising images for alcohol, tobacco, drugs, drug paraphernalia, weapons, or obscene, pornographic or illegal materials be accepted. Advertisements may be rejected by the school district if determined to be inconsistent with the educational objectives of the school district or inappropriate for inclusion in the communication. For example, advertisements may be rejected if determined to be false, misleading, or deceptive, or if they relate to an illegal activity or antisocial behavior. The Superintendent or designee is responsible for screening all advertising in district publications for adherence to these guidelines.
- B. The School Board or Superintendent may approve fixed or permanent advertising in school district facilities or on school district property. Any approval will state precisely where such advertising may be placed. Advertising will not be allowed outside the specific area approved by the School Board or Superintendent. Specific advertising must be approved by the site administrator and verified to be in compliance with Section A above.
- C. Temporary advertisement banners specific to an individual event that are in compliance with Section I. A. may be approved by the site administrator.
- D. The use of the school district's name or logo or school logo by a third party requires the express written permission by the Superintendent or designee.
- E. Donations, which include or carry advertisements, must be approved by the School Board or Superintendent.
- F. The school district or a school may acknowledge a donation it has received from an organization by displaying a "donated by," "sponsored in part by," or a similar by-line with the organization's name and/or symbol on the item. Examples include activity programs or yearbooks.
- G. Commercial and nonprofit entities and organizations may be allowed to use the school district name, students, or facilities for purposes of advertising or promotion if the purpose is determined to be educationally related and prior approval is obtained from the School Board, Superintendent or designee. Advertising will be limited to the specific event or purpose as approved by the School Board, Superintendent or designee.
- H. Contracts for computers or related equipment or services that require advertising to be disseminated to students will not be entered into or permitted unless done pursuant to and in accordance with state law.
- I. No direct solicitations: Staff and students shall not be solicited during school hours by sales persons for the purpose of promoting and/or sale of any products unless it is determined by the Superintendent that it benefits the school system.

- J. The inclusion of advertisements in school district communications, in school district facilities, or on school district property does not constitute approval and/or endorsement of any product, service, organization, or activity. Approved advertisements will not imply or declare such approval or endorsement.

II. ACCOUNTING

Advertising revenues must be accounted for and reported in compliance with UFARS. A periodic report shall be made to the school board by the superintendent regarding the scope and amount of such revenues.

III. RELATIONSHIP TO OTHER DISTRICT POLICIES

This policy must also be administered in compliance with the District's Distribution of Materials On School District Property By Non-School Persons, Distribution of Non-School Sponsored Materials on School Property By Students and Employees, Use and Rental of Facilities Policy, Acceptable Use Policy, and Policy on Visitors.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted June 14, 2010

REQUEST FOR ADVERTISING REVIEW		
Building/Department Requesting Review:		Date:
(Requests for advertising review should be accompanied by a sample contract and when possible mock ups of what the proposed advertising will look like.)		
BACKGROUND INFORMATION		
Name of Company:		Phone:
Address:		
City:	State:	ZIP Code:
Contact Name:	E-mail:	
ADVERTISING DESCRIPTION		
Proposed location of advertising and size:		
Duration of proposed contract:		
Projected Revenue:		
Basis for Revenue Calculation:		
Building Principal/Department Signature:		Date:
ADVERTISING PROPOSAL REVIEW		
District Legal Counsel	Approved _____	Not Approved _____
Signature:	Date:	
Comments:		
Director of Communications/Public Relations	Approved _____	Not Approved _____
Signature:	Date:	
Comments:		
Chief Financial Officer	Approved _____	Not Approved _____
Signature:	Date:	
Comments:		
Associate Superintendent/Superintendent	Approved _____	Not Approved _____
Signature:	Date:	
Comments:		

REWARDS

I. PURPOSE

The purpose of this policy is to authorize the school board to offer rewards to persons who provide accurate and reliable information leading to the conviction of a person who has committed or conspired to commit a crime against students or school employees, volunteers, or school board members as a result of their affiliation with the school district, or against school district property.

II. GENERAL STATEMENT OF POLICY

The school board believes that, in certain circumstances, the offering of a reward may lead to the receipt of information that would solve or prevent a crime against students, school employees, volunteers, school board members, or school district property. The school board also believes that the fact that the school board may offer a reward may have a deterrent effect on the commission of such crimes.

III. APPROVAL OF OFFERING OF REWARDS AND ESTABLISHMENT OF PROCEDURES

The superintendent shall develop directives and procedures to address the timing and method of payment of any reward earned by an information provider. The information provided must have led to the conviction of the person who committed or conspired to commit the crime for which the reward was offered.

Anoka-Hennepin Independent School District No. 11
Coon Rapids, MN 55433
Adopted September 11, 2006

UNITED STATES FLAG DISPLAY
(Minnesota Statutes 121A.11)

Subdivision 1. Displayed by schools. There shall be displayed at every public school in Minnesota when in session an appropriate United States flag. Such display shall be upon the school grounds or outside the school building, upon a proper staff, on every legal holiday occurring during the school term and at such other times as the respective boards of such districts may direct and within the principal rooms of such school building at all other times while the same is in session.

Subdivision 2. School board to provide flags and staffs. It shall be the duty of each board to provide such flag for each of the school buildings of their respective districts, together with a suitable staff for the display thereof outside of such school building and proper arrangement for the display thereof within such building, a suitable receptacle for the safekeeping of such flag when not in use, as by this section directed, at all times.

Anoka-Hennepin School District No. 11
Coon Rapids, MN 55433
Revised January 1991
Revised December 14, 2009

UNITED STATES FLAG: HALF-MAST

The following guidelines are to be used in determining when to lower the United States flag to half-mast:

1. All U.S. flags are to be lowered to half-mast during periods of mourning designated by the President or Governor.
2. The building principal or Superintendent may authorize the flying of flags at half-mast. As a rule, the principal should authorize action only on the direction of the Superintendent or in recognition of the death of a school employee or student of that school only.
3. The period during which the flag may be flown at half-mast should be limited to the time between death and the funeral or memorial service (except as designated by the President or Governor).

Anoka-Hennepin School District No. 11
Coon Rapids, MN 55433
January 1985

School, Family and Community Partnership Policy

This partnership policy supports state and national laws pertaining to family involvement.

The Board of Education of the Anoka-Hennepin School District believes that education is the shared responsibility of the student, parents, family, school and the larger Anoka-Hennepin community. Further, the Board recognizes that the academic achievement and success of our students depend on the strength of the partnerships developed among students, parents, families, schools and the community from birth through graduation and beyond.

The Board of Education believes that strong partnerships can be developed through nurturing respect, sharing knowledge, supporting each partner's role, collaborating on matters of importance and by appreciating the contributions each partner makes to student achievement. Parents and families nurture their children by providing values, experiences, and guidance to reach their academic goals and to encourage lifelong learning. They communicate their children's unique histories, traditions, experiences, resources, and challenges. Educators contribute professional dedication, caring, and expertise. The community provides cultural and financial resources, support services, and collaboration. Students, who are at the center of these partnerships, bring unique skills, talents and learning styles and ultimately are responsible for their own academic achievement.

The District and each school are committed to supporting partnerships through:

Parenting. We will promote and support parenting skills and the family's primary role in encouraging children's learning at each age and grade level. We will assist personnel to work effectively with our diverse families.

Communication. We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through timely and effective school-to-home, home-to-school, and school-to-community methods. An emphasis will be made to communicate effectively with those parents who have limited proficiency in English or literacy challenges.

Volunteering. We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites.

Learning at Home. We will promote family involvement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student.

Decision-making and Advocacy. The district and its schools will include students, parents, and community members as partners in planning and decision-making. We recognize parents as partners in advocacy for students and schools in state and national decision-making. We will encourage participation by parents and guardians in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family involvement.

Collaborating with Community. We will coordinate resources and services for students, families, and schools with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects.

Therefore, the Board of Education encourages the development, implementation and evaluation of a comprehensive student, parent, family, school and community partnership initiative. The District will provide clear definitive roles of the various partners. The Board will provide administrative leadership and vision, staff development on partnership, and policies and practices that are compatible with the beliefs outlined in this document.

The Board of Education directs the Superintendent of Schools to recruit a Partnership Advisory Committee of parents, educators, students and community members in order to further the implementation of this policy at both the school and District levels. The Partnership Advisory Committee will communicate with and advise the Parent Involvement Program regarding:

- progress toward district partnership goals,
- staff development activities regarding partnerships,
- resources utilized toward partnership goals,
- resource gaps and organizational barriers which have hindered progress toward the attainment of a comprehensive and coordinated partnership model, and,
- Parent Involvement Program staffing that reflects the diversity of the district.

Anoka-Hennepin District No. 11
Coon Rapids, MN 55433
Adopted: September 22, 2003