Hopkins School Board Workshop
Eisenhower Community Center — Boardroom
5 p.m. — May 1, 2018

I. Communications Department  J. Goldade

II. Policy 501: Weapons  N. Lightfoot

III. First Amendment Policies  N. Lightfoot
DISTRICT CODE: 501

WEAPONS POLICY – DISTRICT-WIDE

Policy reflects Minnesota statute and aligns with other District 270 policies.

I. PURPOSE

The purpose of this Policy is to assure a safe school environment for students, staff, and the public.

II. GENERAL STATEMENT OF POLICY

No student, employee, or nonstudent, including adults and visitors, shall possess, use, or distribute a weapon when in a school location, except as provided in this Policy. This includes employees and students who are properly licensed to keep pistols or firearms in a motor vehicle in accordance with Minnesota Statute. The District will not equip employees with weapons and will act to enforce this Policy and to discipline or take appropriate action against any student, teacher, administrator, a school employee, volunteer, or member of the public who violates this Policy.

III. DEFINITIONS

A. “Weapon” is defined as any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to:

1. All firearms, whether loaded or unloaded;
2. other guns of all types including pellet, B-B, stun, and non-functioning guns, toy guns “look-alike” or any other object that is a facsimile of a real weapon shall be treated as a “weapon”;
3. knives, blades or automatically opening blades, daggers, swords, razors;
HOPKINS PUBLIC SCHOOLS POLICIES

4. metal knuckles or other objects designed to be worn over the fist or knuckles;
5. blackjacks, clubs, numchucks, throwing stars;
6. explosives, fireworks, incendiary devices;
7. poisons, chemicals, or substances capable of causing bodily harm;
8. bow and arrows, sling shots;
9. any other device or instrument such as laser pointers, pencils, scissors, or other objects that are used to intimidate, threaten or inflict harm or injury;
9 10. mace.

No person shall possess, use, or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, pens, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

B. “School Location” includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

C. “Possession” means having a weapon on one’s person or in an area subject to one’s control in a school location.

IV. EXCEPTIONS

A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal’s office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal’s office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon’s location.
B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:

1. active licensed peace officers;

2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;

3. persons authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;

4. persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045;
   a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for “antique firearms which are carried or possessed as curiosities or for their historical significance or value.”
   b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with §§ 624.714 and 624.715.

5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;

6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;

7. a gun or knife show held on school property;

8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the superintendent and School Board, principal or other person having general control and supervision of the school or the director of a child care center; or

9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.
C. Policy Application to Instructional Equipment/Tools

While the School District does not allow the possession, use, or distribution of weapons by students or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A School District may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the “lawful” carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minn. Stat. § 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder’s vehicle shall constitute a violation of this policy.

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/DISTRIBUTION

A. The School District does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using, or distributing weapons shall include:

1. parent or guardian notification;
2. confiscation of the weapon;
3. immediate notification of police;
4. immediate out-of-school suspension;
5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The School Board may modify this requirement on a case-by-case basis.

C. Administrative Discretion

While the School District does not allow the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining
whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the School Board.

2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and School District policies.

3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

B. Other Nonstudents

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.

2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

Adopted: May 6, 1993
Reviewed: May 8, 2014, November 21, 2017
501 SCHOOL WEAPONS POLICY

[Note: School districts are required by statute to have a policy addressing these issues. ATTENTION: This policy incorporates certain provisions of the Minnesota Citizens’ Personal Protection Act (often referred to as the “conceal and carry” law).]

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITIONS

A. “Weapon”

1. A “weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.
B. “School Location” includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

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

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1. active licensed peace officers;

2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;

3. persons authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;

4. persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045;

   a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for “antique firearms which are carried or possessed as curiosities or for their historical significance or value.”

   b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with §§
624.714 and 624.715.

5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;

6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;

7. a gun or knife show held on school property;

8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or

9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

[Note: Nothing prevents a school district from being more stringent in its weapons policy with respect to students and school district employees than the criminal law, except that the school district may not prohibit the lawful carry or possession of firearms in a parking facility or parking area. Although some school districts may choose to incorporate all of the exceptions to the criminal law, other school districts may choose either not to incorporate some or all of the exceptions or to further limit them. For example, a school district may choose to require written permission from the superintendent, not just a principal, for someone to possess a dangerous weapon in a school location. This would impose a more stringent requirement than exception (7) to Section 609.66, Subdivision 1d. However, a school district may not regulate firearms, ammunition, or their respective components, when possessed or carried by nonstudents or nonemployees, in a manner that is inconsistent with Section 609.66, Subdivision 1d.]

C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use, or distribution of weapons by students or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the “lawful” carry or possession of a firearm in a school parking lot or parking facility is
V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/DISTRIBUTION

A. The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using, or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;
4. parent or guardian notification; and
5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. Administrative Discretion

While the school district does not allow the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.

2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory
authority, collective bargaining agreements, and school district policies.

3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

[Note: An employer may establish policies that restrict the carry or possession of firearms by its employees while acting in the course and scope of employment. Employment-related sanctions may be invoked for a violation. Thus, for example, reasonable limitations may be imposed on the method of storing firearms by permit-holding employees while at work or performing employment-related duties. Reasonable limitations may include requiring firearms to have trigger locks and to be stored in a locked container or locked compartment of the vehicle.]

B. Other Nonstudents

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.

2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

Legal References: Minn. Stat. § 97B.045 (Transportation of Firearms)
Minn. Stat. § 121A.05 (Referral to Police)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)
Minn. Stat. § 609.605 (Trespass)
Minn. Stat. § 609.66 (Dangerous Weapons)
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. § 921 (Definition of Firearm)
In re C.R.M. 611 N.W.2d 802 (Minn. 2000)

Cross References: MSBA/MASA Model Policy 403 ( Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)
SCHOOL BOARD CODE OF ETHICS AND OPERATING PRINCIPLES

Policy reflects Minnesota statute and aligns with other District 270 policies.

I. PURPOSE

The purpose of this policy is to assist the individual school board member in understanding his or her role as part of a School Board and in recognizing the contribution that each member must make to develop an effective and responsible School Board.

II. GENERAL STATEMENT OF POLICY

Each School Board member shall follow the code of ethics stated in this policy.

A. AS A MEMBER OF THE SCHOOL BOARD, I WILL:

1. Attend School Board meetings.
2. Come to the meetings prepared for discussion of the agenda items.
3. Listen to the opinions and views of others (including, but not limited to, other school board members, administration, staff, students, and community members).
4. Vote my conscience after informed discussion, unless I abstain because a conflict of interest exists.
5. Support the decision of the School Board, even if my position concerning the issue was different.
6. Recognize the integrity of my predecessors and associates and appreciate their work.
7. Be primarily motivated by a desire to provide the best possible education for the students of my School District.
8. Inform myself about the proper duties and functions of a School Board member.
B. IN PERFORMING THE PROPER FUNCTIONS OF A SCHOOL BOARD MEMBER, I WILL:

1. Focus on education policy as much as possible.
2. Remember my responsibility is to set policy – not to implement policy.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.
4. Recognize that my responsibility, exercised through the actions of the School Board as a whole, is to see that the schools are properly run – not to run them myself.
5. Work through the superintendent – not over or around the superintendent.
6. Delegate the implementation of School Board decisions to the superintendent.

C. TO MAINTAIN RELATIONS WITH OTHER MEMBERS OF THE SCHOOL BOARD, I WILL:

1. Respect the rights of others to have and express opinions.
2. Recognize that authority rests with the School Board in legal session – not with the individual members of the School Board except as authorized by law.
3. Make no disparaging remarks, in or out of School Board meetings, about other members of the School Board or their opinions.
4. Keep an open mind about how I will vote on any proposition until the board has met and fully discussed the issue.
5. Make decisions by voting in school board meetings after all sides of debatable questions have been presented.
6. Insist that committees be appointed to serve only in an advisory capacity to the school board.

D. IN MEETING MY RESPONSIBILITIES TO MY COMMUNITY, I WILL:

1. Attempt to appraise and plan for both the present and future educational needs of the School District and community.
2. Attempt to obtain adequate financial support for the School District’s programs.
3. Insist that business transactions of the School District be ethical and open.
4. Strive to uphold my responsibilities and accountability to the taxpayers in my School District.

E. IN WORKING WITH THE SUPERINTENDENT OF SCHOOLS AND STAFF, I WILL:

1. Hold the superintendent responsible for the administration of the School District.
2. Give the superintendent authority commensurate with his or her responsibilities.
3. Assure that the School District will be administered by the best professional personnel available.
4. Consider the recommendation of the superintendent in hiring all employees.
5. Participate in School Board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.
6. Insist the superintendent keep the School Board adequately informed at all times.
7. Offer the superintendent counsel and advice.
8. Recognize the status of the superintendent as the chief executive officer and a non-voting, ex officio member of the School Board.
9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole School Board for proper referral according to the chain of command.
10. Present any personal criticisms of employees to the superintendent.
11. Provide support for the superintendent and employees of the School District so they may perform their proper functions on a professional level.
F. IN FULFILLING MY LEGAL OBLIGATIONS AS A SCHOOL BOARD MEMBER, I WILL:

1. Comply with all federal, state, and local laws relating to my work as a School Board member.

2. Comply with all school district policies as adopted by the School Board.

3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.

4. Recognize that School District business may be legally transacted only in an open meeting of the School Board.

5. Avoid conflicts of interest and refrain from using my School Board position for personal gain.

6. Take no private action that will compromise the School Board or administration.

7. Guard the confidentiality of information that is protected under applicable law.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Cross References: MSBA Service Manual, Chapter 1, School Board Member Code of Ethics

Adopted: February 14, 1985
Revised: March 7, 1996, December 18, 2003, January 21, 2010, March 6, 2018
Reviewed: November 6, 2014, October 3, 2017
209 CODE OF ETHICS

I. PURPOSE

The purpose of this policy is to assist the individual school board member in understanding his or her role as part of a school board and in recognizing the contribution that each member must make to develop an effective and responsible school board.

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Each school board member shall follow the code of ethics stated in this policy.

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1. Attend school board meetings.

2. Come to the meetings prepared for discussion of the agenda items.

3. Listen to the opinions and views of others (including, but not limited to, other school board members, administration, staff, students, and community members).

4. Vote my conscience after informed discussion, unless I abstain because a conflict of interest exists.

5. Support the decision of the school board, even if my position concerning the issue was different.

6. Recognize the integrity of my predecessors and associates and appreciate their work.

7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.

8. Inform myself about the proper duties and functions of a school board member.

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2. Remember my responsibility is to set policy – not to implement policy.

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4. Recognize that my responsibility, exercised through the actions of the school board as a whole, is to see that the schools are properly run – not to run them myself.

5. Work through the superintendent – not over or around the superintendent.

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2. Recognize that authority rests with the school board in legal session – not with the individual members of the school board except as authorized by law.

3. Make no disparaging remarks, in or out of school board meetings, about other members of the school board or their opinions.

4. Keep an open mind about how I will vote on any proposition until the board has met and fully discussed the issue.

5. Make decisions by voting in school board meetings after all sides of debatable questions have been presented.

6. Insist that committees be appointed to serve only in an advisory capacity to the school board.

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2. Attempt to obtain adequate financial support for the school district’s programs.

3. Insist that business transactions of the school district be ethical and open.

4. Strive to uphold my responsibilities and accountability to the taxpayers in my school district.
E. IN WORKING WITH THE SUPERINTENDENT OF SCHOOLS AND STAFF, I WILL:

1. Hold the superintendent responsible for the administration of the school district.

2. Give the superintendent authority commensurate with his or her responsibilities.

3. Assure that the school district will be administered by the best professional personnel available.

4. Consider the recommendation of the superintendent in hiring all employees.

5. Participate in school board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.

6. Insist the superintendent keep the school board adequately informed at all times.

7. Offer the superintendent counsel and advice.

8. Recognize the status of the superintendent as the chief executive officer and a non-voting, ex officio member of the school board.

9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole school board for proper referral according to the chain of command.

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11. Provide support for the superintendent and employees of the school district so they may perform their proper functions on a professional level.

F. IN FULFILLING MY LEGAL OBLIGATIONS AS A SCHOOL BOARD MEMBER, I WILL:

1. Comply with all federal, state, and local laws relating to my work as a school board member.

2. Comply with all school district policies as adopted by the school board.

3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.
4. Recognize that school district business may be legally transacted only in an open meeting of the school board.

5. Avoid conflicts of interest and refrain from using my school board position for personal gain.

6. Take no private action that will compromise the school board or administration.

7. Guard the confidentiality of information that is protected under applicable law.

*Legal References:* Minn. Stat. § 123B.02, Subd. 1 (School District Powers)  
Minn. Stat. § 123B.09 (School Board Powers)  
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

*Cross References:* MSBA Service Manual, Chapter 1, School Board Member Code of Ethics
DISTRCT CODE: 250

SCHOOL BOARD ELECTIONS

Policy reflects Minnesota statute and aligns with other District 270 policies.

I. PURPOSE

To provide guidelines and regulations to facilitate the school board election process.

II. GUIDELINES

A. Legal

Members of the School Board shall be elected at-large by qualified voters of the District. Elections shall be held in accordance with prevailing law. School Board members in Minnesota are elected officials. All districts hold their elections at the General Election in November. State law permits districts the option of holding their election in either the even year or odd year. The Hopkins School District holds its elections in the odd numbered years. Members are elected for a four-year term, with at least three members elected each election.

B. Eligibility and Filing for Candidacy

In order to be eligible to be elected or appointed to a Minnesota school board, according to State Statute, one must be:

1. at least 21 years old

2. a resident of the district for at least 30 days prior to the election or appointment

3. an eligible voter

4. an eligible employee as specified by State Statute

The filing period for school board elections as determined by statute will be followed. Each candidate must file an affidavit of candidacy with the School District clerk and pay the current filing fee per state statute.
C. Financial Report

All candidates are required to complete a Campaign Financial Report within the specified time before and after the election. Candidates must comply with all Campaign Finance guidelines.

D. Vacancies

Vacancies caused by the resignation, death, etc., are filled by an appointment process conducted by the remaining Board members.

E. Campaign Materials

During School Board campaigns, the School District will maintain neutrality as to all political campaigns and issues and shall operate with official neutrality. Campaign materials may not be personally distributed to employees or students on school grounds and should take place outside District Buildings and off-campuses unless approved otherwise in accordance with the official neutrality position of the School District during School Board campaigns.

Adopted: November 15, 1984
Revised: May 18, 1995
Revised: December 18, 2003
I. PURPOSE

The purpose of this policy is to achieve the effective operation of the School District's programs through the cooperation of all employees under a system of policies and rules applied fairly and uniformly.

II. GENERAL STATEMENT OF POLICY

The disciplinary process described herein is designed to utilize progressive steps, where appropriate, to produce positive corrective action. The School District intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the superintendent or administrative designee.

III. DISCIPLINE

A. Violation of School Laws and Rules

The form of discipline imposed for violations of school laws and rules may vary from an oral reprimand to termination of employment or discharge depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary action of the same or a different nature.

School laws and rules to which this provision applies include:

1. policies of the School District;
2. directives and/or job requirements imposed by administration and/or the employee's supervisor; and
3. federal, state and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

B. Substandard Performance

An employee's substandard performance may result in the imposition of discipline ranging from an oral reprimand to termination of employment or discharge. In most instances, discipline imposed for the reason of substandard performance will follow a progressive format and will be accompanied by guidance, help and encouragement to improve from the employee's supervisor and reasonable time for correction of the employee's deficiency.

C. Misconduct

Misconduct of an employee will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct which falls into this category includes, but is not limited to:

1. unprofessional conduct;

2. failure to observe rules, regulations, policies and standards of the School District and/or directives and orders of supervisors and any other act of an insubordinate nature;

3. continuing neglect of duties in spite of oral warnings, written warnings and/or other forms of discipline;

4. personal and/or immoral misconduct

5. use of illegal drugs, alcohol or any other chemical substance on the job or any use off the job which impacts on the employee's performance;

6. deliberate and serious violation of the rights and freedoms of other employees, students, parents or other persons in the school community;

7. activities of a criminal nature relating to the fitness or effectiveness of the employee to perform the duties of the position;

8. failure to follow the canons of professional and personal ethics;

9. falsification of credentials and experience;

10. unauthorized destruction of School District property;

11. other good and sufficient grounds relating to any other act constituting inappropriate conduct;

12. neglect of duty;
13. violation of the rights of others as provided by federal and state laws related to human rights.

IV. FORMS OF DISCIPLINE
A. The forms of discipline that may be imposed by the superintendent or administrative designee, include, but are not limited to:

1. oral warning;
2. written warning or reprimand;
3. probation;
4. disciplinary suspension, demotion or leave of absence with pay;
5. disciplinary suspension, demotion or leave of absence without pay; and
6. dismissal/termination or discharge from employment.

B. Other forms of discipline, including any combination of the forms described in paragraph A above, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish the superintendent’s, or administrative designee’s, objective of stopping or correcting the offending conduct and improving the employee's performance.

Adopted: April 2005
Revised: December 2012
Reviewed: November 19, 2015

Regulations begin on next page.
PROCEDURES FOR ADMINISTERING POLICY

A. In an instance where any form of discipline is imposed, the employee's supervisor will:
   1. Advise the employee of any inadequacy, deficiency or conduct which is the cause of the discipline, either orally or in writing. If given orally, the supervisor will document the fact that an oral warning was given to the employee specifying the date, time and nature of the oral warning.
   2. Provide directives to the employee to correct the conduct or performance.
   3. Forward copies of all writings to the administrator in charge of personnel for filing in the employee's personnel file.
   4. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.
   5. Specify the expected level of performance or modification of conduct to be required from the employee.

B. The School District retains the right to immediately discipline, terminate or discharge an employee as appropriate, subject to relevant governing law and collective bargaining agreements where applicable.
403 DISCIPLINE, SUSPENSION, AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES

I. PURPOSE

The purpose of this policy is to achieve the effective operation of the school district’s programs through the cooperation of all employees under a system of policies and rules applied fairly and uniformly.

II. GENERAL STATEMENT OF POLICY

The disciplinary process described herein is designed to utilize progressive steps, where appropriate, to produce positive corrective action. While the school district intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the school district.

III. DISCIPLINE

A. Violation of School Laws and Rules

The form of discipline imposed for violations of school laws and rules may vary from an oral reprimand to termination of employment or discharge depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary action of the same or a different nature. School laws and rules to which this provision applies include:

1. policies of the school district;
2. directives and/or job requirements imposed by administration and/or the employee’s supervisor; and
3. federal, state and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

B. Substandard Performance

An employee’s substandard performance may result in the imposition of discipline ranging from an oral reprimand to termination of employment or discharge. In most instances, discipline imposed for the reason of substandard performance will follow a progressive format and will be accompanied by
guidance, help and encouragement to improve from the employee’s supervisor and reasonable time for correction of the employee’s deficiency.

C. **Misconduct**

Misconduct of an employee will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct which falls into this category includes, but is not limited to:

1. unprofessional conduct;
2. failure to observe rules, regulations, policies and standards of the school district and/or directives and orders of supervisors and any other act of an insubordinate nature;
3. continuing neglect of duties in spite of oral warnings, written warnings and/or other forms of discipline;
4. personal and/or immoral misconduct;
5. use of illegal drugs, alcohol or any other chemical substance on the job or any use off the job which impacts on the employee’s performance;
6. deliberate and serious violation of the rights and freedoms of other employees, students, parents or other persons in the school community;
7. activities of a criminal nature relating to the fitness or effectiveness of the employee to perform the duties of the position;
8. failure to follow the canons of professional and personal ethics;
9. falsification of credentials and experience;
10. unauthorized destruction of school district property;
11. other good and sufficient grounds relating to any other act constituting inappropriate conduct;
12. neglect of duty;
13. violation of the rights of others as provided by federal and state laws related to human rights.

**IV. FORMS OF DISCIPLINE**

A. The forms of discipline that may be imposed by the school district include, but are not limited to:
1. oral warning;
2. written warning or reprimand;
3. probation;
4. disciplinary suspension, demotion or leave of absence with pay;
5. disciplinary suspension, demotion or leave of absence without pay; and
6. dismissal/termination or discharge from employment.

B. Other forms of discipline, including any combination of the forms described in Paragraph A., above, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish the school district’s objective of stopping or correcting the offending conduct and improving the employee’s performance.

V. PROCEDURES FOR ADMINISTERING POLICY

A. In an instance where any form of discipline is imposed, the employee’s supervisor will:

1. Advise the employee of any inadequacy, deficiency or conduct which is the cause of the discipline, either orally or in writing. If given orally, the supervisor will document the fact that an oral warning was given to the employee specifying the date, time and nature of the oral warning.
2. Provide directives to the employee to correct the conduct or performance.
3. Forward copies of all writings to the administrator in charge of personnel for filing in the employee’s personnel file.
4. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.
5. Specify the expected level of performance or modification of conduct to be required from the employee.

B. The school district retains the right to immediately discipline, terminate or discharge an employee as appropriate, subject to relevant governing law and collective bargaining agreements where applicable.

Legal References: Minn. Stat. § 122A.40 (Teachers – Employment; Contracts; Termination)
                  Minn. Stat. § 122A.41 (Teacher Tenure)
                  Minn. Stat. § 122A.44 (Contracting with Teachers)
                  Minn. Stat. § 122A.58 (Coaches)
Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 197.46 et seq. (Veterans Preference Act)

**Cross References:**  MSBA Service Manual, Chapter 3, Employees
DISTRICT CODE: 606
INSTRUCTIONAL RESOURCES SELECTION/RETENTION

Policy reflects Minnesota statute and aligns with other District 270 policies.

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The School Board recognizes that selection of textbooks and instructional materials is a vital component of the School District’s curriculum. The School Board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

A. While the School Board retains its authority to make final decisions on the selection of textbooks and instructional materials, the School Board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the School Board delegates to the superintendent, or the superintendent’s designee, the responsibility to direct the professional staff in formulating recommendations to the School Board on textbooks and other instructional materials, including digital content.

B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:

1. Support the mission and standards of the district’s education programs;
2. Consider the needs, development, age and maturity of students;
3. Are culturally responsive, gender-inclusive, and reflective of all students.
4. Enable all students to affirm their own cultural roots, value diversity and understand and respect persons of different backgrounds and prepare students for citizenship in a global society.
5. Fit within the constraints of the School District budget;-

6. Permit grade-level instruction for students to read and study America’s founding documents, including documents that contributed to the foundation or maintenance of America’s representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and

7. Do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

C. The director of Teaching and Learning, shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents and other interested members of the school district community. This procedure shall be coordinated with the School District’s curriculum development and review efforts and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

A. The director of Teaching and Learning, shall be responsible for keeping the School Board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.

B. The superintendent or the superintendent’s designee shall present a recommendation to the School Board on the selection of textbooks and other instructional materials after completion of the review process as outlined here and the curriculum development policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

A. Public education in a democracy is committed to facilitate the educational growth and equal educational opportunity of all learners. The freedom to learn and the corresponding freedom to teach are basic to a democratic society. To this end, the Board of Education of District 270 supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States. Commitment to these beliefs requires the School Board and staff of the Hopkins School District to work diligently toward providing instructional resources that place principle above personal opinion and reason above prejudice.
B. The Board recognizes instructional resources are chosen to support the District’s mission and content standards to meet the needs of the diverse learners.

C. The Board recognizes that differences of opinion exist. A member of the school community may request to review instructional materials and upon completion of review can request a reconsideration of the use of certain textbooks or instructional materials.

D. The director of Teaching and Learning shall be responsible for the development and periodic review of the guidelines and procedures for the reconsideration of textbooks and other instructional materials.

Adopted: February 4, 1993
Revised: January 22, 2004
Revised: November 3, 2005; September 16, 2010, October 1, 2015

Regulations begin on next page.
I. PROCEDURES FOR INSTRUCTIONAL RESOURCES

A. Description of Resources Covered by the Policy

Instructional 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 in the kind of student response they stimulate. Instructional resources include but are not limited to textbooks, teacher manuals, kits, games, computer software, apparatus, media collection of library books, films, filmstrips, posters, speakers, photographs, records, audio and video tapes, slides, microfilms, computerized databases and other print and non-print resources.

B. Outline of Process Used in Selection/Retention of Materials

In selecting/retaining resources for instructional programs, professional personnel will:

1. evaluate the existing resources for educational suitability
2. assess curricular needs
3. preview or examine the actual item whenever possible
4. select/retain resources for their strengths
5. consider networking arrangements
6. consult reputable, professionally prepared selection/retention aids.

The selection/retention of major instruction resources will be an open process to encourage communication with the community and to seek recommendations for acquisition from faculty, students and community members. Final decisions on the selection/retention of resources shall rest with the professional personnel in accordance with the Policy.

Selection/Retention is to be considered an ongoing process which is to include the removal of resources no longer appropriate and the replacement of lost and worn resources still of educational value.

For instructional resources not adopted by the District, professional personnel have the right to use resources they believe will increase effectiveness in meeting the objectives of the course. Professional personnel recognize the responsibility to use good judgment in the selection/retention of resources.
The teacher who is in doubt concerning the advisability of using certain resources in the classroom will consult with the department leader, building principal and/or the appropriate curriculum and instruction coordinator.

Gift resources shall be judged by the criteria listed in the preceding section and should be accepted or rejected on the basis of those objectives.

C. Criteria for the Selection/Retention of All Educational Resources Including Gifts.

• Resources shall be selected/retained for their strengths in serving students and staff and shall be judged as a whole rather than rejected for their weaknesses.

• Resources shall be selected/retained which represent a diversity of views and expression in order to promote critical thinking and objective evaluation. Selection/Retention of a work does not constitute agreement with the content.

• Resources selected/retained shall be appropriate to the level of students while considering curriculum objectives and availability of resources.

• Resources selected/retained shall be consistent with the educational goals of the district and the objectives of the individual schools and specific courses.

• Resources selected/retained shall be appropriate for the age, social development, and maturity of the users.

• Resources shall attempt to reflect the history, culture and perspectives of societies, inclusive of women and men, individuals and groups from various racial, cultural, ethnic, social and religious backgrounds and persons with disabilities. In cases where instructional resources are used in a formal setting, they are used in a manner that helps students gain insights into the existence of bias in both print and non-print resources.

• Resources shall provide information on differing sides of issues so that users may develop the practice of critical analysis.

• Resources shall provide a background of information which will motivate students to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights and privileges as participating citizens in their society, and to make intelligent judgments in their daily lives.

II. RECONSIDERATION PROCEDURES

A. Statement of Procedure and to Whom It Applies

Administrative Rules and Regulations attendant to this policy provide procedures by which residents, students, parents, guardians or employees may request reconsiderations of instructional resources. In the event that resources are challenged
on these grounds, the First Amendment rights of the Constitution of the United States of America are of primary importance.

B. Origin of Complaint

A complaint is defined as any written or verbal statement of opposition to a resource by requesting that it be excluded, included or restricted. A complainant is a resident, parent, guardian, adult student or employee of the School District who objects to the inclusion or exclusion of instructional resource(s) in the District's educational program. Only a complainant may issue a complaint.

C. Step by Step Procedure When a Complaint Occur

Step 1. The complainant shall be directed and assisted in meeting with the appropriate teacher, media specialist or instructor for an informational meeting regarding the use of the resource in question.

The staff member shall immediately advise the department leader and the school principal of the complaint and then attempt to resolve the issue informally in a respectful manner.

If the complainant is a parent, guardian or adult student and does not agree with the closure of the complaint or request for reconsideration, the parent, guardian or adult student may make reasonable arrangements with school personnel for alternative instruction as directed in Minnesota Statute 121.608:

PARENTAL REVIEW OF THE CONTENT OF INSTRUCTIONAL MATERIALS

"Subdivision 1. (7) a procedure for a parent , guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the School Board does not meet the concerns of the parent, guardian, or adult student. The School Board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student.

School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under clause (7). School personnel may evaluate and assess the quality of the student's work."

Step 2. If the complainant is not satisfied with the outcome of the informational meeting, the staff member involved in the meeting shall advise the complainant that continued concerns should be taken to the building or program administrator.
Step 3. If the complainant contacts the building or program administrator, the administrator, the curriculum leader and/or the curriculum coordinator for the area and the staff member involved at Step 1 will meet with the complainant to explain the school's selection policy and procedures, the criteria used for the selection currently in use, the place the resource in question occupies in the educational program and the qualifications of the person(s) who made the resource selection. An attempt will be made to resolve the issue informally in a respectful manner.

If the complainant does not agree with the closure of the complaint or request for reconsideration, the complainant may make reasonable arrangements with school personnel for alternative instruction as directed in Minnesota Statute 121.608. See Step 1 above for wording of MN Statute.

Step 4. A written record of the complaint, completed by the principal, including name of complainant, title of the resource, description of the complaint and synopsis of the event will be given to the Director of Curriculum and Instruction (Appendix D).

Step 5. If the complaint remains unresolved, the administrator will provide the complainant with the "Statement of Concern About Instructional Resources" form which may be completed by the person with complaint and returned to the building or program administrator (Appendix E).

If the complaint does not arise from activity at any particular building, the "Statement of Concern About Instructional Resources" can be initiated with the director of Curriculum and Instruction.

D. Process for Written Complaints

1. Upon receipt of the "Statement of Concern About Instructional Resources" form, the building or program administrator will send copies of the form to the director of Curriculum and Instruction and the appropriate district curriculum coordinator.

2. The Director of Curriculum and Instruction will notify the Reconsideration Committee of the objection and set a meeting date. The Director of Curriculum will provide the Committee with copies of the complaint and will also provide opportunities for the committee to read, view or listen to the questioned resource. The goal of the Committee will be to provide a timely and fair review of resources consistent with Constitutional protections.

The Reconsideration Committee shall be appointed yearly and consist of eleven (11) members from Hopkins School District 270 as follows:

- One building principal or assistant principal selected by the superintendent.
- One elementary teacher elected/selected by the HEA.
- One secondary teacher elected/selected by the HEA.
- One professional media person elected/selected by the K-12 media staff.
• Four district residents selected by the superintendent.
• The Director of Curriculum and Instruction.
• At least one member knowledgeable of or with specific training in diversity education.
• One student from Hopkins High School elected/selected by the student senate who will serve as an advisory member.

Should any Reconsideration Committee member be involved with a questioned resource, a temporary replacement from his/her category shall be appointed according to procedures adopted by the Committee at its first meeting of the year. Once a decision on the question resource has been made, the member shall return as a participating member of the Committee.

3. The Committee shall examine the questioned resource in its entirety and determine professional acceptance of the resource by reading critical reviews, weighing values and faults and forming opinions on the resources as a whole rather than on passages or selections taken out of context. The Committee will discuss the resource in the context of the educational program and hear testimony. The person filing the complaint form will have opportunity to address the Reconsideration Committee. The Reconsideration Committee may go into executive session to review findings.

4. At the second or subsequent meeting, as desired, the Reconsideration Committee shall make its decision by majority rule in open session. In the case of a tied vote, the objection shall be denied. A report of the resolution of the issue will be sent to the complainant, appropriate district personnel and the superintendent and School Board.

5. The decision shall be binding for the individual school or as specified in the report by the Reconsideration Committee.

6. If either the complainants or staff are not satisfied by the Reconsideration Committee's conclusions, they may file a written appeal with the School Board. Appeals must be made within ten (10) school days after formal notification of the decision.

7. Students and teachers may continue to use resources under reconsideration until a decision is made restricting its use. However, individual students involved in the complaint will not be required to use the resources which are under reconsideration. Should they choose this option, Minnesota Statute 121.608 applies: See II, C, Step 1.

8. Reconsideration Committee meetings will be conducted according to procedures adopted by the committee at its first meeting each year. Copies of the procedures will be available upon request from the director of Curriculum and Instruction.
9. Resources that have been reconsidered following a formal complaint will not be reconsidered again for three years unless a challenge is substantially different from a previous challenge. Individuals and groups who challenge an item that has been reconsidered within the past three years will be given a copy of the Reconsideration Committee's recommendation and any Board decision in the matter. If the Board did not reconsider the matter previously, the citizen may request a re-consideration by the Board.

III. IMPLEMENTATION OF POLICY AND PROCEDURE REVIEW

A. The communications coordinator and principals will work together to develop ways to inform students, parents and community members of the Policy and simple ways to access the Procedures. Examples: District Calendar, Student and Parent Handbooks.

B. The Director of Curriculum and Instruction and the District Media/Technology coordinator will work with principals and instructional staff on implementation of the Policy and Procedures.

C. Ongoing review and evaluation are necessary to keep Administrative policies vital and current. Therefore, it shall be the responsibility of the Director of Curriculum and Instruction to conduct a review of the procedure at least every five (5) years.

Appendix begins on next page.
A POLICY ON THE FREEDOM TO TEACH, TO LEARN, AND TO EXPRESS IDEAS IN THE PUBLIC SCHOOLS

The freedoms to teach, to learn, and to express ideas without fear of censorship are fundamental rights held by public school teachers and students as well as all other citizens. These freedoms expressed and guaranteed in the First Amendment to the U.S. Constitution, must be preserved in the teaching/learning process in a society of diverse beliefs and viewpoints and shared freedoms. Public schools must promote an atmosphere of free inquiry and a view of subject matter reflecting a broad range of ideas so that students are prepared for responsible citizenship. However, criticism of educational resources and teaching methods and the advocacy of additional educational resources are also essential First Amendment rights of students, faculty, parents, and other members of the community.

Public school personnel should:

1. Select curriculum, teaching methods, resources, and resources appropriate to the educational objectives and the maturity and skill levels of the students based on their professional competence as educators and according to established school board policies and procedures. However, teachers should not be allowed to indoctrinate students with their own views.

2. Provide students with access to a broad range of ideas and viewpoints.

3. Encourage students to become decision makers, to exercise freedom of thought, and to make independent judgments through the examination and evaluation of relevant information, evidence, facts, and differing viewpoints.

4. Support students' rights to present their ideas even if some people might find the ideas objectionable.

5. Discuss issues, including those viewed by some as controversial, since such discussion is essential to students' development of critical thinking and other skills which prepare them for full participation as citizens in a democratic society.

Each school district board of education should adopt a written policy reflecting the principles included in this policy and stating the criteria, the personnel, and the process to be used to select and to reevaluate curriculum and educational resources and make the policy available to members of the school community and the public.

Individuals or groups outside the public schools should not be allowed to:

1. Use the public schools to indoctrinate students with particular viewpoints or beliefs.

2. Determine which viewpoints will be presented or avoided in public schools.
3. Require the disciplining of professional staff for including issues or resources considered controversial in their classes if the reasons for including them are educationally sound.

Adopted by the Minnesota Board of Education: March 12, 1985
The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the LIBRARY BILL OF RIGHTS apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and a consistent with the philosophy, goals, and objectives of the School District. Resources in school library media collections represent diverse points of view and current as well as historic issues.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear.

Major barriers between students and resources include: imposing age or grade level restrictions on the use of resources, limiting the use of inter library loan and access to electronic information, charging fees for information in specific formats, requiring permissions from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures and rules related to the use of resources and services support free and open access to information.

The School Board adopts policies that guarantee student access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

Adopted July 2, 1986, by the ALA Council
To be completed by the principal or building administrator and given to the director of Curriculum and Instruction after meeting with complainant as directed by Step 4, Page 3 of Instructional Resources: Selection/Retention Procedures.

Name______________________________ Date________________

Address____________________________ Phone________________

City______________________________ Zip________________

1. Please identify the resource that is the subject of the complaint.

2. Description of the complaint.

3. Synopsis of the event.

4. Do you believe the complaint has been resolved or do you expect it to continue to the Reconsideration Committee?
INSTRUCTIONAL RESOURCES SELECTION/RETENTION

STATEMENT OF CONCERN ABOUT INSTRUCTIONAL RESOURCE

Name______________________________________ Date________________
Address_____________________________________ Phone_______________
City________________________________________ Zip_________________

1. Resource on which you are commenting:

What brought this resource to your attention?

3. Please comment on the resource as a whole as well as being specific about those matters that concern you (attach additional pages if needed). Comment:

4. What resource(s) do you suggest to provide additional information on the topic?
5) Please list resources that would represent your point of view?

6) What is the outcome you would like us to consider?

Please return this form to:
The Director of Curriculum and Instruction
Hopkins Public Schools
1001 Highway 7
Hopkins, MN  55305
606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district’s curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.

B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:

1. support the goals and objectives of the education programs;
2. consider the needs, age, and maturity of students;
3. foster respect and appreciation for cultural diversity and varied opinion;
4. fit within the constraints of the school district budget;
5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61;
6. permit grade-level instruction for students to read and study America’s founding documents, including documents that contributed to the foundation or maintenance of America’s representative form of limited government, the Bill of Rights, our free-market economic system, and...
patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district’s curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.

B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.

B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.

C. The superintendent shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.

Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)