Regular School Board Meeting
Monday, July 27, 2026, 6:30 PM
Pipestone Area Schools
Conference Room 1148 MS/HS
1401 7th St SW
Pipestone, MN 56164

AGENDA

1. Call to Order
2. Pledge of Allegiance
3. Approval of Agenda
    1. Additions
        1. Approve to Move the August 24, 2026 Regular School Board Meeting to August 17, 2026
        2. Approve 2026-2028 PAESP Contract for Paraprofessionals
4. Public Forum
5. Presentation
    1. PTMA - Operating Levy 3
6. Consent Agenda
    1. Approve Minutes of the June 22, 2026 Regular School Board Meeting 20
    2. Personnel Report: Action Required 34
7. Financials
    1. Review of Budget Year-to-Date 36
    2. Approve Treasurer's Report 37
    3. Approve 2023A Bonds Treasurer's Report 38
    4. Approve 2026A Facilities Maintenance Bond Treasurer's Report 39
    5. Approve Regular Bills 40
    6. Approve High School Activity Bills 61
8. Board Forum/Information
    1. Board Reports and Updates
9. Administrator's Report
    1. Superintendent's Board Report 62
10. New Business
    1. First Reading of the 2026-2027 MSHS Student Handbooks 88
    2. First Reading of Policy 524.5 - Personal Electronic Communication Devices 196
11. Board Action
    1. Resolution Accepting Donations — SB/RES/2026-21 201
    2. Approve to Move the August 24, 2026 Regular School Board Meeting to August 17, 2026
    3. Approve to Surplus all Dell Switches
    4. Approve 2026-2027 Little Arrows Pre-School Handbook 203
    5. Approve 2026-2027 Elementary Handbook 209
    6. Approve 2026-2027 Activities Handbook 229
    7. Approve 2026-2027 Mobile Device Handbook 246
    8. Approve Heartland Colony Lease for 2026-2027 255
    9. Approve Policies 102, 208, 401, 402, 423, 506, 507.5, 509, 521, 524, 534, 613, 621, 709, 721, 722, and 806 262
    10. Approve 2026-2028 PAESP Contract for Custodians, Secretaries, TA, and AP
    11. Approve 2026-2028 PAESP Contract for Paraprofessionals
    12. Approve Federal Title Representative and Homeless Liaison, Jennifer Moravetz
    13. Resolution Relating to the Election of School Board Members and Calling the School District General Election - SB/RES/2026-22 528

14. Establish Referendum Amount and Resolution for an Operating Referendum Election at the General Election on November 3, 2026 - SB/RES/2026-23 **530**
15. Resolution Adopting Independent District No. 2689 Fiscal Year (FY)28 Long-Term-Facilities Maintenance Ten-Year Plan - SB/RES/2026-24 **557**
16. Approve Pipestone Area Schools Strategic Design Plan per Minnesota Statutes, section 120B.11, Subd 2. **563**
12. Adjourn

PMA Securities part of:

PTMA FINANCIAL SOLUTIONS

ISD 2689
PIPESTONE AREA SCHOOLS

REFERENDUM DISCUSSION

July 27, 2026

Current Operating Referendum (Pay 2026 / FY 2027)

$474.26 per Pupil

X

1,210.60 Adjusted Pupil Units

4

=

$574,139.16

Current Referendum Revenue prior to adjustments for taxes payable in 2026 for Fiscal Year 2027

Current Total School Taxes

Pipestone Area School District

Estimated Pay 2026 Total School Taxes for Residential Homestead

Home Value = $175,000

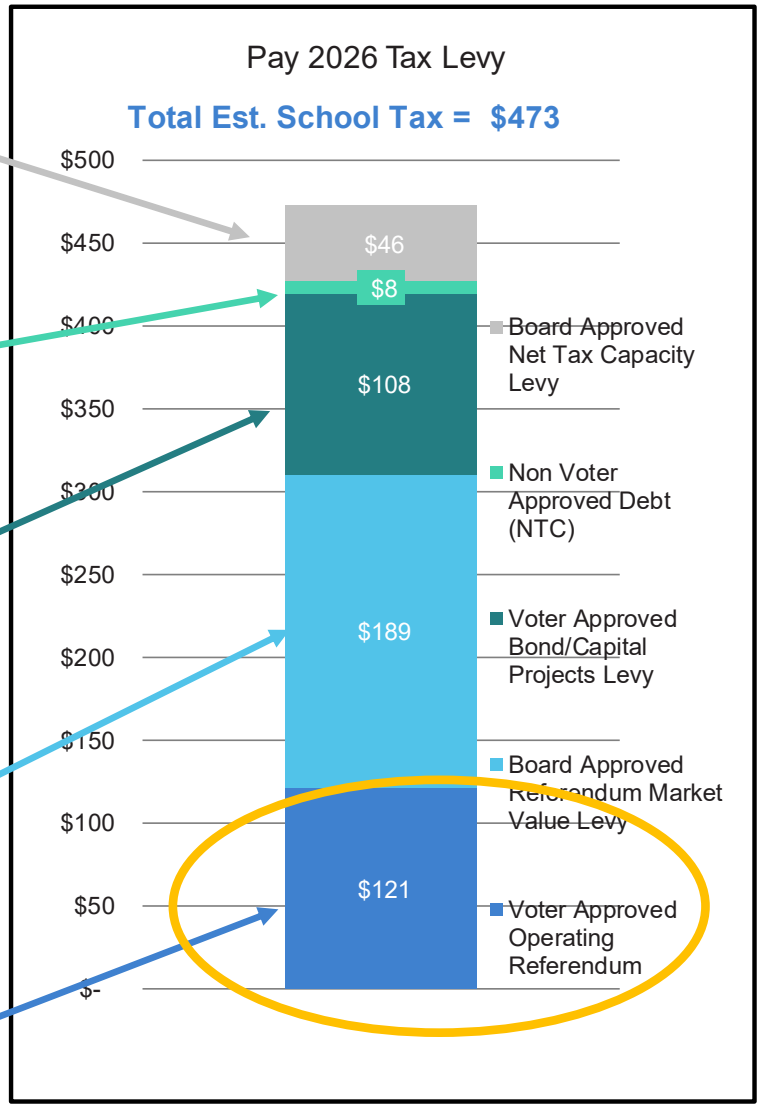
Categorical levies that are eligible for board approval. *Operating capital, LTFM, community ed, CTE, lease, and many others.*

Board approved debt

Voter approved bonds and capital projects levy.

Categorical levies that are eligible for board approval. *Local Optional, Equity, Transition*

Voter approved operating referendum levy.



Total School Taxes Comparison – Neighboring Districts

Categorical levies that are eligible for board approval. *Operating capital, LTFM, community ed, board approved bonds, CTE, lease, and many others.*

Board approved debt.

Voter approved bonds and capital projects levy.

Categorical levies that are eligible for board approval. *Local Optional, Equity, Transition*

Voter approved operating referendum levy.

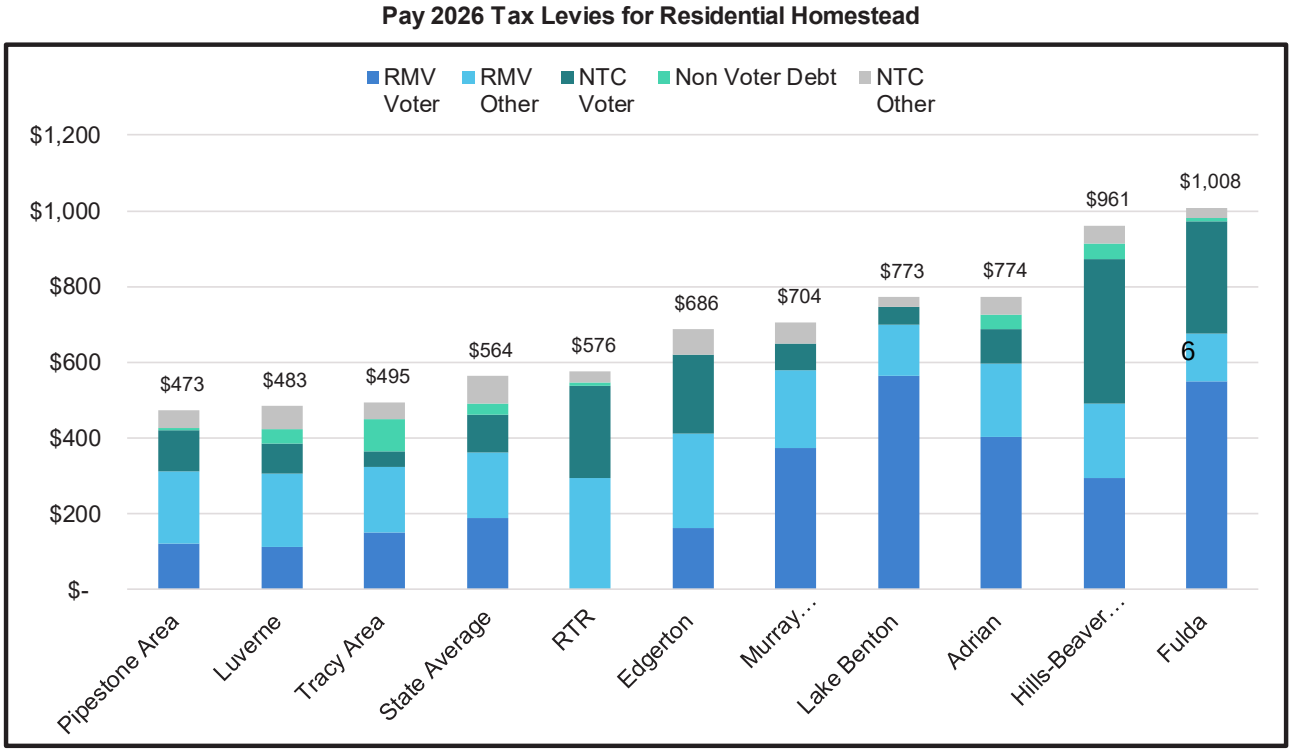


*Chart assumes a home value of $175,000.

Total School Taxes Comparison – Similar Sized Districts

Categorical levies that are eligible for board approval. *Operating capital, LTFM, community ed, board approved bonds, CTE, lease, and many others.*

Board approved debt.

Voter approved bonds and capital projects levy.

Categorical levies that are eligible for board approval. *Local Optional, Equity, Transition*

Voter approved operating referendum levy.

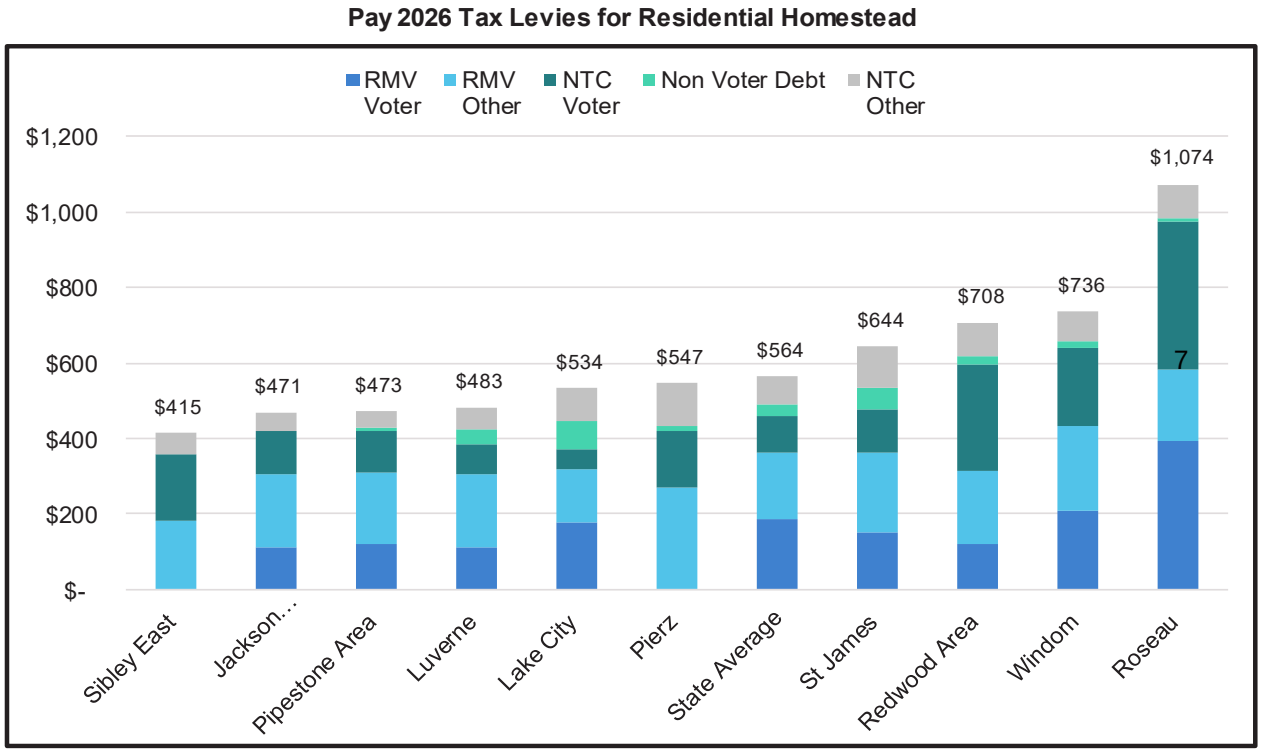


*Chart assumes a home value of $175,000.

Board Renewal of Referendums

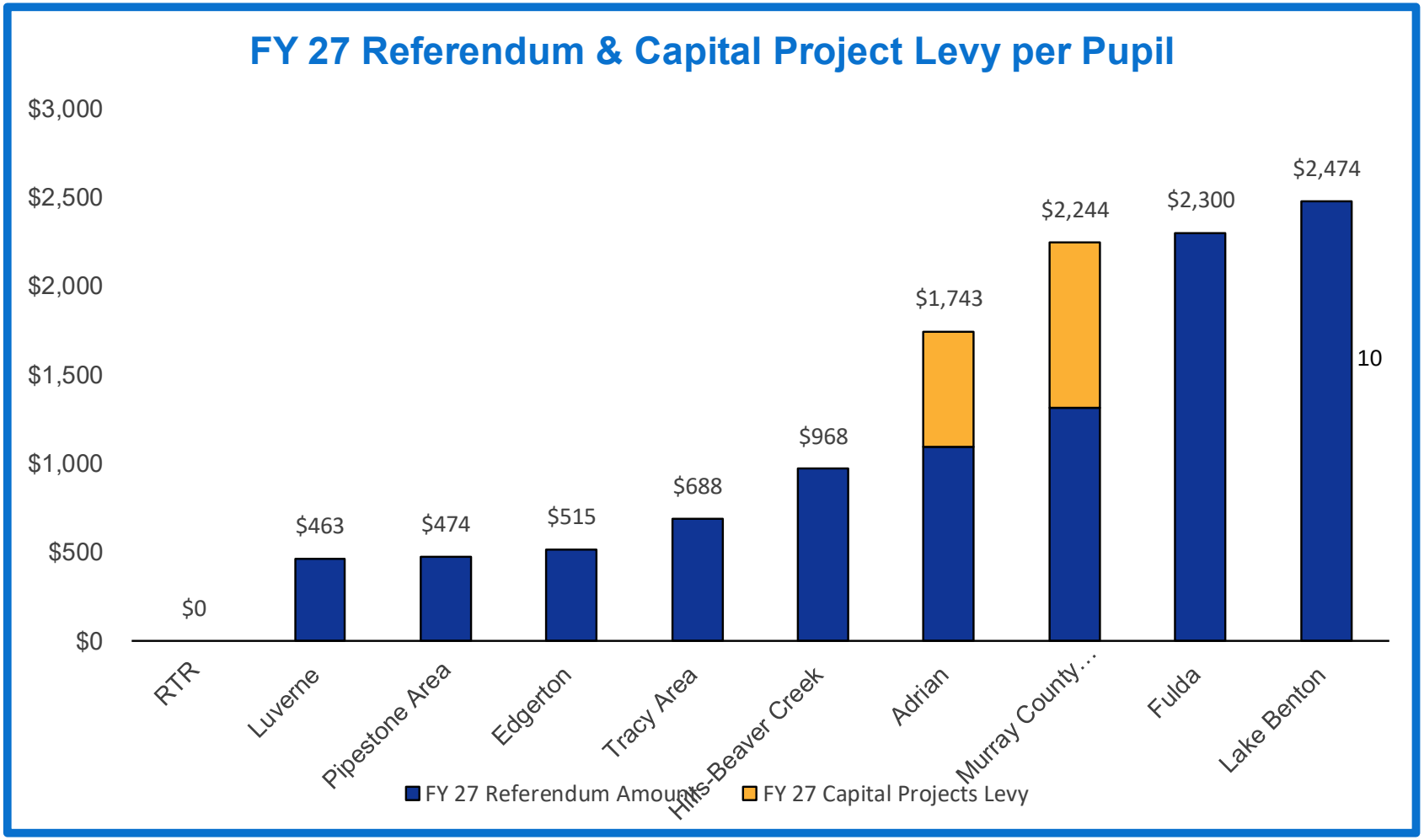
- Pipestone Area referendum expires after taxes payable in 2027 (FY 2028)
- Board can renew referendum anytime between July 1, 2025 and June 15, 2027
- New 10 years of renewed referendum begins FY 2029 through FY 2038

8

PTMA
FINANCIAL SOLUTIONS

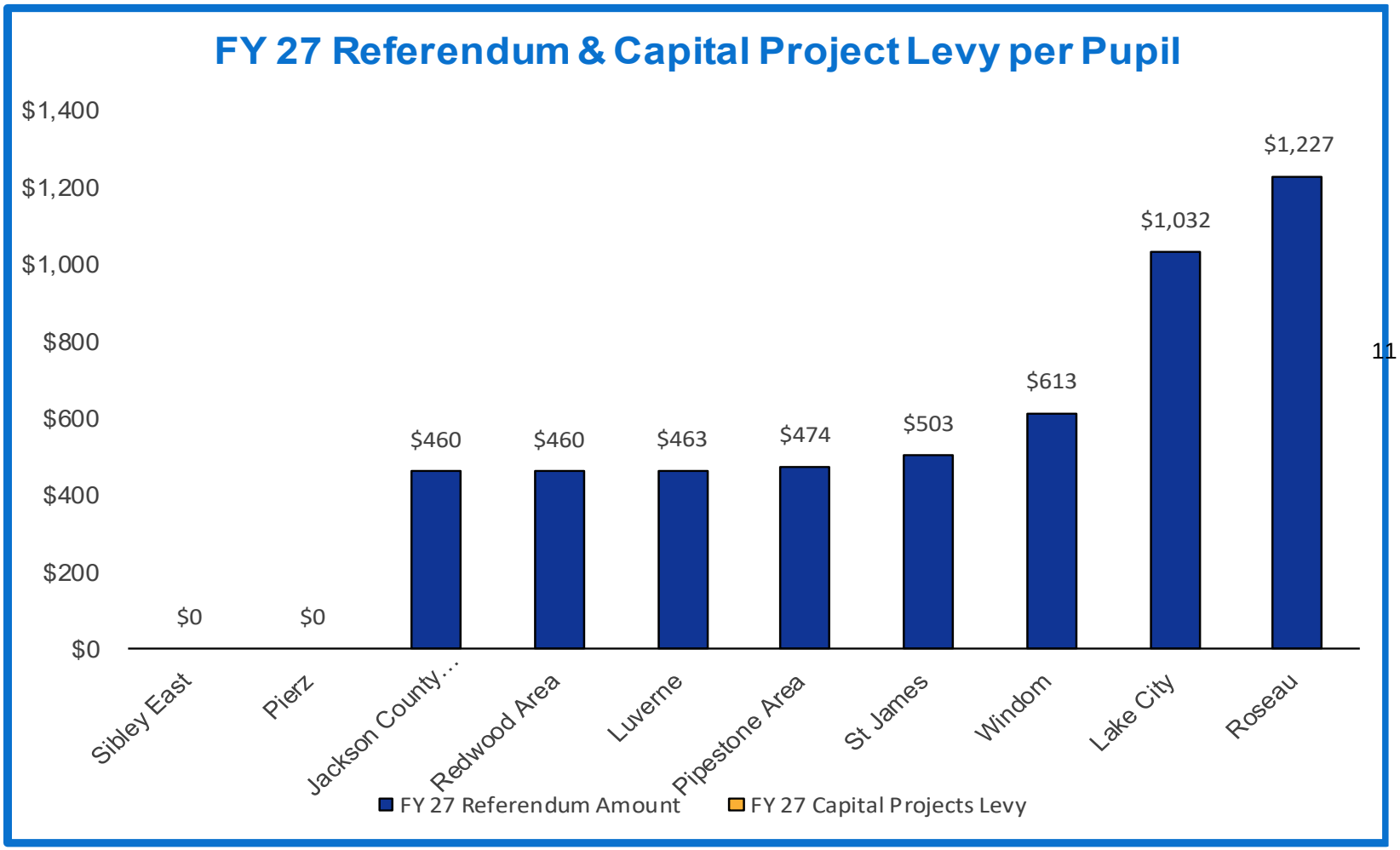
NEW OPERATING REFERENDUM

Operating Referendum & Capital Projects Levy Comparison FY 2027 – Neighboring Districts



Data sourced from Minnesota Department of Education

Operating Referendum & Capital Projects Levy Comparison FY 2027 – Similar Sized Districts



Data sourced from Minnesota Department of Education

Operating Referendum

ISD 2689, Pipestone Area Public Schools

Operating Referendum History

Year Held	Start Pay	Net $/Pupil Unit (PU)	# Years	Pass/ Fail	# Yes Votes	# No Votes
2000	2001	245.04	10	Fail	1,603	1,945
2001	2002	400.00	7	Pass	1,307	966
2006	2007	599.12	10	Fail	1,334	1,803
2007	2008	494.12	10	Pass	1,758	664
2007	2008	175.00	10	Pass	1,596	809
2014	2015	1,845.00	10	Fail	837	1,870
2015	2016	1,475.00	10	Fail	889	984
2017	2018	474.26	10	Pass	1,045	382
2017	2018	250.00	10	Fail	711	712

12

Source: Minnesota Department of Education

Statewide Election History

	Pass	Fail	Total	All ?s % Pass	Renewal % Pass	Increase % Pass
2016	24	10	34	71%	100%	50%
2017	51	11	62	82%	100%	74%
2018	26	15	41	63%	100%	55%
2019	41	12	53	77%	100%	72%
2020	20	20	40	50%	100%	26%
2021	42	17	59	71%	100%	61%
2022	26	17	43	60%	93%	45%
2023	12	19	31	39%	100%	34%
2024	12	20	32	38%	NA	38%
2025	31	13	44	70%	NA	70%
Total	285	154	439	65%	99%	58%

13

Results Since 1991

	Pass	Fail	Total	% Pass
Odd Years	1,083	407	1,490	72.7%
Presidential	259	225	484	53.5%
Other Even Years	311	256	567	54.9%

Source: Minnestota Department of Education Website

Tax Impact Table

	Scenario A	Scenario B	Scenario C
New Total Referendum	$1,500	$1,600	$1,700
Referendum Increase	$1,025.74	$1,125.74	$1,225.74
Revenue Increase*	**$1,186,633**	**$1,302,321**	**$1,418,009**
Change in Aid*	-$2,318	-$2,544	-$2,770
Equity Levy Change	-$52,810	-$57,956	-$63,102
Referendum Levy Change	**$1,241,761**	**$1,362,821**	**$1,483,881**
RMV (Pay 2026 + 2%)	710,915,520	710,915,520	710,915,520
Tax Rate Increase	0.174671%	0.191699%	0.208728%

		Estimated Tax Impact - Based on Referendum Levy Changes Only					
		Annual	Monthly	Annual	Monthly	Annual	Monthly
Referendum Market Value	**$50,000**	$87	$7	$96	$8	$104	$9
	$75,000	$131	$11	$144	$12	$157	$13
	$100,000	$175	$15	$192	$16	$209	$17
	$150,000	$262	$22	$288	$24	$313	$26
	$175,000	$306	$25	$335	$28	$365	$30
	$200,000	$349	$29	$383	$32	$417	$35
	$250,000	$437	$36	$479	$40	$522	$43
	$300,000	$524	$44	$575	$48	$626	$52
	$400,000	$699	$58	$767	$64	$835	$70
	$500,000	$873	$73	$958	$80	$1,044	$87

*Additional Revenue, Aid and Levy is based on changes to the operating referendum and equity revenues.

*Assumes APU of 1210.6

Levy Timelines

- For question in November 2026, tax levy begins with taxes payable in 2027
- New revenue realized by school district for FY 2028

15

Fund Balance Projections

	FY25 (Actual)	FY26	FY27	FY28	FY29
Total Fund Balances	$ 7,333,382	$ 6,333,382	$ 4,833,382	$ 3,333,382	$ 1,833,382
Total Expenditures	$ 17,403,476	$ 18,099,615	$ 18,823,600	$ 19,576,544	$ 20,359,605
Fund Balance %	42.14%	34.99%	25.68%	17.03%	9.00%
				FY28	**FY29**
Scenario A	$ 1,500	Additional Revenue		$ 1,186,633	$ 1,186,633
		Fund Balance		$ 4,520,015	$ 4,206,648
		Fund Balance %		**23.09%**	**20.66%**
Scenario B	$ 1,600	Additional Revenue		$ 1,302,321	$ 1,302,321
		Fund Balance		$ 4,635,703	$ 4,438,024
		Fund Balance %		**23.68%**	**21.80%**
Scenario C	$ 1,700	Additional Revenue		$ 1,418,009	$ 1,418,009
		Fund Balance		$ 4,751,391	$ 4,669,400
		Fund Balance %		**24.27%**	**22.93%**

16

Process/Timeline



Contact Us



Steve Pumper
SVP, Financial Consultant
612-509-2565
Steve.Pumper@ptma.com



Michael Hart
VP, Managing Director
612-509-2569
Michael.Hart@ptma.com

18



Bill Menozzi
Director, Public Finance
612-509-2567
Bill.Menozzi@ptma.com

Website:
www.ptma.com

DISCLOSURE

The information contained herein is solely intended to suggest/discuss potentially applicable financing applications and is not intended to be a specific buy/sell recommendation, nor is it an official confirmation of terms. Any terms discussed herein are preliminary until confirmed in a definitive written agreement.

The analysis or information presented herein is based upon hypothetical projections and/or past performance that have certain limitations. No representation is made that it is accurate or complete or that any results indicated will be achieved. In no way is past performance indicative of future results. Changes to any prices, levels, or assumptions contained herein may have a material impact on results. Any estimates or assumptions contained herein represent our best judgment as of the date indicated and are subject to change without notice. Examples are merely representative and are not meant to be all-inclusive.

The information set forth herein was gathered from sources which we believe, but do not guarantee, to be accurate. Neither the information, nor any options expressed, constitute a solicitation by us for purposes of sale or purchase of any securities or commodities. Investment/financing decisions by market participants should not be based on this information.

You should consider certain economic risks (and other legal, tax, and accounting consequences) prior to entering into any type of transaction with PMA Securities, LLC or PMA Financial Network, LLC. It is imperative that any prospective client perform its own research and due diligence, independent of us or our affiliates, to determine suitability of the proposed transaction with respect to the potential economic risks and legal, tax, and accounting consequences. Our analyses are not and do not purport to be appraisals of the assets, or business of the Issuer or any other entity. PMA makes no representations as to the actual value which may be received in connection with a transaction nor the legal, tax, or accounting effects of consummating a transaction. PMA cannot be relied upon to provide legal, tax, or accounting advice. You should seek out independent and qualified legal, tax, and accounting advice from outside sources. This information has been prepared for informational and educational purposes and does not constitute a solicitation to purchase or sell securities, which may be done only after client suitability is reviewed and determined.

Securities, public finance, institutional brokerage services and municipal advisory services are offered through PMA Securities, LLC. PMA Securities, LLC is a broker-dealer and municipal advisor registered with the SEC and MSRB and is a member of FINRA and SIPC. Public Trust Advisors, LLC, PMA Financial Network, LLC, PMA Securities, LLC and PMA Asset Management, LLC are under common ownership as part of PTMA Financial Solutions, LLC ("PTMA"). Public Trust Advisors, LLC and PMA Asset Management, LLC, are two separate SEC registered investment advisers, both doing business as PTMA Investment Advisors. PTMA Investment Advisors provides investment advisory services to local government investment pools ("Funds") and separate accounts. All other products are provided by PMA Financial Network, LLC.

Securities and public finance services offered through PMA Securities, LLC are available in AZ, CA, CO, CT, FL, GA, IL, IN, IA, MI, MN, MO, NE, NH, NJ, NY, NC, OH, OK, PA, SD, TX and WI. This document is not an offer of services available in any state other than those listed above, has been prepared for informational and educational purposes only and does not constitute a solicitation to purchase or sell securities, which may be done only after client suitability is reviewed and determined. All investments mentioned herein may have varying levels of risk and may not be suitable for every investor. For more information, please visit us at ptma.com.

© 2026 PMA Securities, LLC

v01.14.26

Copyright © 2026 PTMA. All Rights Reserved.

Approved

A Regular School Board Meeting of the Board of Trustees of Pipestone Area Schools was held Monday, June 22, 2026 beginning at 6:30PM in Conference Room 1148, MS/HS. This is a summary of those proceedings, which are not to be confused with the official minutes of the PAS School Board meetings, which are maintained by the Superintendent's Office. Complete official minutes and resolutions are available at: https://meetings.boardbook.org/Public/Organization/1058 or in the District Office located at 1401 7th St SW, Pipestone, MN 56164.

Call to Order by Chairman Fruechte at 6:30 PM. Present: Fruechte, Carson, Wiese, DeBates, Likness, Taubert, and Hiniker.

Board Action: : 1. Wiese/DeBates/All in favor: approve agenda as presented. **2.** Carson/Hiniker/All in favor: approve the consent agenda as presented. **3.** Wiese/DeBates/All in favor: approve the May 31, 2026 treasurer's report**. 4.** Carson/Taubert/All in favor: approve the May 31, 2026 2023A bonds treasurer's report. **5.** Wiese/Likness/All in favor: approve payment of the regular bills. **6.** DeBates/Wiese/All in favor: approve payment of the high school activity bills. **7.** Wiese/Likness/All in favor: resolution to approve donations to the school. **8**. Wiese/Likness/6-1 (Hiniker) to approve the garbage proposal from the City of Pipestone for FY27. **9.** Carson/Taubert/All in favor: approve membership to MSBA for FY 27. **10.** Carson/DeBates/All in favor: approve membership to MREA for FY27. **11**. Taubert/Carson/All in favor: approve the FY 27 Commercial Insurance renewal with First Main Street Insurance. **12.** DeBates/Likness/All in favor: declare a wrestling mat surplus. **13**. Wiese/DeBates/All in favor: declare library books obsolete. **14.** Wiese/Likness/4-3 (DeBates, Carson, Hiniker) approve the MOU – Teacher on Special Assignment Reassignment Date Change. **15**. Carson/Likness/All in favor: approved Klint Willert as the IOwA for the Education Identity and Access Management Board Resolution. **16**. Carson/Likness/All in favor: approve Meulebroek, Taubert, and Co. PLLP to provide auditing services to ISD 2689 for year ended June 30, 2026. **17.** Wiese/Carson/All in favor: approve administrative procedures addendum to policy 903. **18.** Wiese/Hiniker/All in favor: Resolution Relating to $995,000 General Obligation Facilities Maintenance Bonds, Series 2026A; Ratifying the Award of Sale, Prescribing the Form and Details and Providing for the Payment Thereof.

Other: Board and Superintendent reports, Budget Year-to-Date, 1st reading of 26-27 elementary, preschool and activities handbook. **Adjourn:** Carson/Taubert/All in favor (7:55 PM).

/s/ Tyler Fruechte, Chairman /s/ Daphne Likness, Clerk

Approved and dated by the board July 2y, 2026. Submitted, Deb Peschon

June 22, 2026

MINUTES OF THE REGULAR SCHOOL BOARD MEETING OF INDEPENDENT SCHOOL DISTRICT NO. 2689, PIPESTONE COUNTY, PIPESTONE, MINNESOTA. A regular meeting of the Board of Directors of Pipestone Area Schools was held on Monday, June 22, 2026 beginning at 6:30 PM in Conference Room 1148. MS/HS.

The following members were present: Tyler Fruechte, Brad Carson, Katie Wiese, Daphne Likness, Mark Hiniker, Tami Taubert, and Chrissy DeBates. Also present: Dr. Klint Willert, Jennifer Moravetz, Sonja Ortman, Jacque Kennedy, and Deb Peschon.

Chairman Fruechte opened the meeting with the Pledge of Allegiance. Motion by Wiese, second by DeBates, approved the agenda as presented. Motion unanimously carried.

Presentation: Steve Pumper presented via Zoom on the sale of the bonds for the roof project. Richard DeLorenzo presented the Strategic Design draft via Zoom.

Consent Agenda:

- Motion by Carson, second by Hiniker, to approve the Consent Agenda as presented. Motion carried

Financials:

- The budget year-to-date shows expenditures as of June 20, 2026 at $15,913,203.14 or 88%. This was non-action.
- The treasurer's report for month ended May 31, 2026 shows a cash balance of $8,384,992.98. Motion by Wiese, second by DeBates, approved the treasurer's report. Motion carried unanimously.
- The MN Trust 2023A Bonds treasurer's report for month ended May 31, 2026 has a cash balance of $738,752.52. Motion by Carson, second by Taubert, approved the 2023A bonds treasurer's report. Motion carried unanimously.
- Regular bills paid through June 15, 2026 totaled $579,707.19. Motion by Wiese, second by Likness, approved payment of the regular bills. Motion carried unanimously.
- High school activity bills paid through June 15, 2026 totaled $26,027.27. Motion by DeBates, second by Wiese, approved payment of the high school activity bills. Motion carried unanimously.

Board Report: A budget meeting and negotiations meeting was held. The first ESP negotiations is this week.

Superintendent Report: Willert reported on Portrait of a Graduate attributes schedule for the year, FY27 budget, roof project, legislative session and policy changes, academic eligibility for activities; a training with Knowledge Words for POG, legislative session updates, ESP contract negotiations, attendance boards for goals, new website, and the strategic design.

New Business: First readings of the 26-27 Little Arrows pre-school, elementary, and activities handbooks.

Board Action:

RESOLUTION ACCEPTING DONATIONS

WHEREAS, Minnesota Statutes 123B.02, Subd. 6 provides: "The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education.", and

WHERAS, Minnesota Statutes 465.03 provides: "Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full." and

WHERAS, every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full;

THEREFORE, BE IT RESOLVED, that the School Board of Pipestone Area Schools, ISD 2689, gratefully accepts the following donations the **school** as identified below:

Christ the King Lutheran	$100.00	Donation to Wellness Room

Donor's Choice	Heat Press for Business and Graphic Design course. Value of $336.68	
Arrow Booster Club	$656.22	Wrestling hotel rooms for Matboss Tournament
Arrow Booster Club	$899.97	Compression sleeves for Basketball

The motion for adoption of the foregoing resolution made by Wiese, and duly seconded by Likness, and upon vote being taken thereon, the following voted in favor thereof: Fruechte, Carson, Wiese, Likness, Hiniker, Taubert, and DeBates
and the following voted against the same: None
The foregoing resolution passed 7-0.
SB/RES/2026-018
June 22, 2026
Minutes approved and dated by the board July 27, 2026

- Motion by Wiese, second by Likness, to approve the garbage proposal with The City of Pipestone for FY27. Motion carried 6-1 (Hiniker).
- Motion by Carson, second by Taubert, approved membership to MSBA for FY27. Motion carried unanimously.
- Motion by Carson, second by DeBates, approved membership to MREA for FY27. Motion carried unanimously.
- Motion by Carson, second by Wiese, to approve the FY27 budget. Motion carried unanimously.
- Motion by Taubert, second by Carson, to approve the FY 27 Commercial Insurance renewal with First Main Street Insurance. Motion carried unanimously.
- Motion by DeBates, second by Likness, to declare a wrestling mat surplus. Motion carried unanimously.
- Motion by Wiese, second by DeBates, to declare library books obsolete. Motion carried unanimously.
- Motion by Wiese, second by Likness, to approve the MOU – Teacher on Special Assignment Reassignment Date Change. Motion carried 4-3 (DeBates, Carson, Hiniker).
- **Education Identity and Access Management Board Resolution** SB/RES/2026-19
  The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local educational agency that uses the Education Identity and Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.
  Designation of the Identified Official with Authority for Education Identity and Access Management
  Organization Name: Pipestone Area Schools
  6-Digit or 9-Digit Organization Number (e.g. 1234-01 or 1234-01-000): 2689-01
  Superintendent or Exec. Director Name: Klint W. Willert, Superintendent
  Will act as the IOwA? X Yes ___
  Board Chair Signature: /s/ Tyler Fruechte, June 22, 2026
- Motion by Carson, second by Likness, approved Klint Willert as the IOwA. Motion carried unanimously.
- Motion by Carson, second by Wiese, to approve Meulebroek, Taubert, and Co. PLLP to provide auditing services to ISD 2689 for year ended June 30, 2026. Motion carried unanimously.
- Motion by Wiese, second by Carson, approved administrative procedures addendum to policy 903. Motion carried unanimously.

Member Katie Wiese, introduced the following resolution and moved its adoption, which motion was seconded by Member Mark Hiniker:

RESOLUTION RELATING TO $995,000 GENERAL OBLIGATION FACILITIES MAINTENANCE BONDS, SERIES 2026A; RATIFYING THE AWARD OF SALE, PRESCRIBING THE FORM AND DETAILS AND PROVIDING FOR THE PAYMENT THEREOF

BE IT RESOLVED by the School Board (the Board) of Independent School District No. 2689 (Pipestone Area Schools), Minnesota (the District), as follows:

SECTION 1. AUTHORIZATION; SALE AND RATIFICATION.

1.01. Authorization. By resolution duly adopted on July 28, 2025, as amended and restated by a resolution adopted April 27, 2026 (the Authorizing Resolution), this Board authorized the sale of its General Obligation Facilities Maintenance Bonds, Series 2026A in the maximum aggregate principal amount of $1,085,000 (the Bonds), provided that a favorable recommendation to accept the proposal is received from PMA Securities, LLC (PMA), as independent municipal advisor in connection with the sale of the Bonds, and the true interest cost does not exceed 5.00%, and further authorized the Superintendent or Business Manager and any Board officer to award the sale of the Bonds to the purchaser and execute a bond purchase agreement on the part of the District.

The proceeds of the Bonds will be used together with any funds of the District which might be required, to finance certain roofing projects (the Projects), as described in the District's revised as described in the District's ten-year facility plan for Fiscal Year 2027 (the Facility Plan) approved by both the Board and the Commissioner of the Department of Education of the State of Minnesota (the Commissioner). The District has published a notice in its official newspaper describing the Projects, the amount of such Bonds, and the total amount of District indebtedness.

1.02. Sale. A proposal that meets the requirements set forth in the Authorizing Resolution has been received from TD Financial Products LLC in New York, New York (the Purchaser) to purchase the Bonds, in the principal amount of $995,000, at a price of $1,082,426.16 plus accrued interest on all Bonds to the day of delivery and payment, if any, on the further terms and conditions hereinafter set forth.

1.03. Ratification of Award. Pursuant to the Authorizing Resolution, the sale of the Bonds has been awarded by the Business Manager and Treasurer to the Purchaser. The sale of the Bonds to the Purchaser and the execution of the bond purchase agreement by the Business Manager and Treasurer for the sale of the Bonds with the Purchaser are hereby ratified in all respects.

SECTION 2. BOND TERMS; REGISTRATION; EXECUTION AND DELIVERY.

2.01. Issuance of Bonds. All acts, conditions and things which are required by the Constitution and laws of the State of Minnesota to be done prior to the issuance of the Bonds having been done, existing and having happened, it is necessary for this Board to establish the form and terms of the Bonds, to provide for the security thereof, and to issue the Bonds forthwith.

2.02. Maturities, Interest Rates and Denominations. The Bonds shall be originally dated as of July 7, 2026, shall be in denominations of $5,000 or any integral multiple thereof of single maturities, shall mature on February 1 in the years and amounts stated below and shall bear interest from date of issue until paid at the annual rates set forth opposite such years and amounts, as follows:

Year	Amount ($)	Rate (%)
2027	85,000	5.00
2028	85,000	5.00
2029	85,000	5.00
2030	90,000	5.00
2031	95,000	5.00
2032	100,000	5.00
2033	105,000	5.00
2034	110,000	5.00
2035	115,000	5.00
2036	125,000	5.00

The Bonds shall be issuable only in fully registered form. Interest shall be computed on the basis of a 360-day year composed of twelve 30-day months. The interest thereon and, upon surrender of each Bond, the principal amount thereof, shall be payable by check or draft issued by the Registrar described herein; provided that, so long as the Bonds are registered in the name of a securities depository, or a nominee thereof, in accordance with Section 2.08 hereof, principal and interest shall be payable in accordance with the operational arrangements of the securities depository.

2.03. Dates and Interest Payment Dates. Upon initial delivery of the Bonds pursuant to Section 2.07 and upon any subsequent transfer or exchange pursuant to Section 2.06, the date of authentication shall be noted on each Bond so delivered, exchanged or transferred. The interest on the Bonds shall be payable on February 1 and August 1, commencing February 1, 2027, to the owners of record thereof as of the close of business on the fifteenth day of the immediately preceding month, whether or not such day is a business day.

2.04. Redemption. The Bonds are not subject to redemption and prepayment at the option of the District prior to maturity.

2.05. Appointment of Initial Registrar. The District hereby appoints Zions Bancorporation, National Association, in Chicago, Illinois, as the initial bond registrar, transfer agent and paying agent (the Registrar). The Chairperson and the Clerk are authorized to execute and deliver, on behalf of the District, a contract with the Registrar. Upon merger or consolidation of the Registrar with another corporation, if the resulting corporation is a bank or trust company organized under the laws of the United States or one of the states of the United States and authorized by law to conduct such business, such corporation shall be authorized to act as successor Registrar. The District agrees to pay the reasonable and customary charges of the Registrar for the services performed. The District reserves the right to remove the Registrar upon thirty (30) days' notice and upon the appointment and acceptance of a successor Registrar, in which event the predecessor Registrar shall deliver all cash and Bonds in its possession to the successor Registrar and shall deliver the bond register to the successor Registrar.

2.06. Registration. The effect of registration and the rights and duties of the District and the Registrar with respect thereto shall be as follows:

(a) Register. The Registrar shall keep at its principal corporate trust office a bond register in which the Registrar shall provide for the registration of ownership of Bonds and the registration of transfers and exchanges of Bonds entitled to be registered, transferred or exchanged.

(b) Transfer of Bonds. Upon surrender for transfer of any Bond duly endorsed by the registered owner thereof or accompanied by a written instrument of transfer, in form satisfactory to the Registrar, duly executed by the registered owner thereof or by an attorney duly authorized by the registered owner in writing, the Registrar shall authenticate and deliver, in the name of the designated transferee or transferees, one or more new Bonds of a like aggregate principal amount and maturity, as requested by the transferor. The Registrar may, however, close the books for registration of any transfer after the fifteenth day of the month preceding each interest payment date and until such interest payment date.

(c) Exchange of Bonds. Whenever any Bonds are surrendered by the registered owner for exchange the Registrar shall authenticate and deliver one or more new Bonds of a like aggregate principal amount and maturity, as requested by the registered owner or the owner's attorney in writing.

(d) Cancellation. All Bonds surrendered upon any transfer or exchange shall be promptly canceled by the Registrar and thereafter disposed of as directed by the District.

(e) Improper or Unauthorized Transfer. When any Bond is presented to the Registrar for transfer, the Registrar may refuse to transfer the same until it is satisfied that the endorsement on such Bond or separate instrument of transfer is valid and genuine and that the requested transfer is legally authorized. The Registrar shall incur no liability for the refusal, in good faith, to make transfers which it, in its judgment, deems improper or unauthorized.

(f) Persons Deemed Owners. The District and the Registrar may treat the person in whose name any Bond is at any time registered in the bond register as the absolute owner of such Bond, whether such

Bond shall be overdue or not, for the purpose of receiving payment of, or on account of, the principal of and interest on such Bond and for all other purposes, and all such payments so made to any such registered owner or upon the owner's order shall be valid and effectual to satisfy and discharge the liability upon such Bond to the extent of the sum or sums so paid.

(g) Taxes, Fees and Charges. For every transfer or exchange of Bonds, the Registrar may impose a charge upon the owner thereof sufficient to reimburse the Registrar for any tax, fee or other governmental charge required to be paid with respect to such transfer or exchange.

(h) Mutilated, Lost, Stolen or Destroyed Bonds. In case any Bond shall become mutilated or be destroyed, stolen or lost, the Registrar shall deliver a new Bond of like amount, number, maturity date and tenor in exchange and substitution for and upon cancellation of any such mutilated Bond or in lieu of and in substitution for any such Bond destroyed, stolen or lost, upon the payment of the reasonable expenses and charges of the Registrar in connection therewith; and, in the case of a Bond destroyed, stolen or lost, upon filing with the Registrar of evidence satisfactory to it that such Bond was destroyed, stolen or lost, and of the ownership thereof, and upon furnishing to the Registrar of an appropriate bond or indemnity in form, substance and amount satisfactory to it, in which both the District and the Registrar shall be named as obligees. All Bonds so surrendered to the Registrar shall be canceled by it and evidence of such cancellation shall be given to the District. If the mutilated, destroyed, stolen or lost Bond has already matured in accordance with its terms it shall not be necessary to issue a new Bond prior to payment.

(i) Authenticating Agent. The Registrar is hereby designated authenticating agent for the Bonds, within the meaning of Minnesota Statutes, Section 475.55, subdivision 1, as amended.

(j) Valid Obligations. All Bonds issued upon any transfer or exchange of Bonds shall be the valid obligations of the District, evidencing the same debt, and entitled to the same benefits under this resolution as the Bonds surrendered upon such transfer or exchange.

2.07. Execution; Authentication and Delivery. The Bonds shall be prepared under the direction of the Clerk and shall be executed on behalf of the District by the signatures of the Chairperson and the Clerk, provided that all signatures may be printed, engraved, or lithographed facsimiles of the originals. In case any officer whose signature, or a facsimile of whose signature, shall appear on the Bonds shall cease to be such officer before the delivery of any Bond, such signature or facsimile shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery. Notwithstanding such execution, no Bond shall be valid or obligatory for any purpose or entitled to any security or benefit under this resolution unless and until a certificate of authentication on such Bond has been duly executed by the manual signature of the Registrar. The executed certificate of authentication on each Bond shall be conclusive evidence that it has been authenticated and delivered under this resolution. When the Bonds have been so delivered and authenticated, they shall be delivered by the Clerk to the Purchaser upon payment of the purchase price in accordance with the contract of sale heretofore made and executed, and the Purchaser shall not be obligated to see to the application of the purchase price.

2.08. Securities Depository. (a) For purposes of this section the following terms shall have the following meanings:

"Beneficial Owner" shall mean, whenever used with respect to a Bond, the person in whose name such Bond is recorded as the beneficial owner of such Bond by a Participant on the records of such Participant, or such person's subrogee.

"Cede & Co." shall mean Cede & Co., the nominee of DTC, and any successor nominee of DTC with respect to the Bonds.

"DTC" shall mean The Depository Trust Company of New York, New York.

"Participant" shall mean any broker-dealer, bank or other financial institution for which DTC holds Bonds as securities depository.

"Representation Letter" shall mean the Representation Letter pursuant to which the District agrees to comply with DTC's Operational Arrangements.

(b) The Bonds shall be initially issued as separately authenticated fully registered bonds, and one Bond shall be issued in the principal amount of each stated maturity of the Bonds. Upon initial issuance, the ownership of such Bonds shall be registered in the bond register in the name of Cede & Co., as nominee of DTC. The Registrar and the District may treat DTC (or its nominee) as the sole and exclusive owner of the Bonds registered in its name for the purposes of payment of the principal of or interest on the Bonds, selecting the Bonds or portions thereof to be redeemed, if any, giving any notice permitted or required to be given to registered owners of Bonds under this resolution, registering the transfer of Bonds, and for all other purposes whatsoever; and neither the Registrar nor the District shall be affected by any notice to the contrary. Neither the Registrar nor the District shall have any responsibility or obligation to any Participant, any person claiming a beneficial ownership interest in the Bonds under or through DTC or any Participant, or any other person which is not shown on the bond register as being a registered owner of any Bonds, with respect to the accuracy of any records maintained by DTC or any Participant, with respect to the payment by DTC or any Participant of any amount with respect to the principal of or interest on the Bonds, with respect to any notice which is permitted or required to be given to owners of Bonds under this resolution, with respect to the selection by DTC or any Participant of any person to receive payment in the event of a partial redemption of the Bonds, or with respect to any consent given or other action taken by DTC as registered owner of the Bonds. So long as any Bond is registered in the name of Cede & Co., as nominee of DTC, the Registrar shall pay all principal of and interest on such Bond, and shall give all notices with respect to such Bond, only to Cede & Co. in accordance with DTC's Operational Arrangements, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to the principal of and interest on the Bonds to the extent of the sum or sums so paid. No person other than DTC shall receive an authenticated Bond for each separate stated maturity evidencing the obligation of the District to make payments of principal and interest. Upon delivery by DTC to the Registrar of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., the Bonds will be transferable to such new nominee in accordance with paragraph (e) hereof.

(c) In the event the District determines that it is in the best interest of the Beneficial Owners that they be able to obtain Bonds in the form of bond certificates, the District may notify DTC and the Registrar, whereupon DTC shall notify the Participants of the availability through DTC of Bonds in the form of certificates. In such event, the Bonds will be transferable in accordance with paragraph (e) hereof. DTC may determine to discontinue providing its services with respect to the Bonds at any time by giving notice to the District and the Registrar and discharging its responsibilities with respect thereto under applicable law. In such event the Bonds will be transferable in accordance with paragraph (e) hereof.

(d) The execution and delivery of the Representation Letter to DTC by the Chairperson or Clerk, if not previously filed or if required to be re-filed with DTC, is hereby authorized and directed.

(e) In the event that any transfer or exchange of Bonds is permitted under paragraph (b) or (c) hereof, such transfer or exchange shall be accomplished upon receipt by the Registrar of the Bonds to be transferred or exchanged and appropriate instruments of transfer to the permitted transferee in accordance with the provisions of this resolution. In the event Bonds in the form of certificates are issued to owners other than Cede & Co., its successor as nominee for DTC as owner of all the Bonds, or another securities depository as owner of all the Bonds, the provisions of this resolution shall also apply to all matters relating thereto, including, without limitation, the printing of such Bonds in the form of bond certificates and the method of payment of principal of and interest on such Bonds in the form of bond certificates.

SECTION 3. FORM OF BONDS. The Bonds shall be prepared in substantially the form found at EXHIBIT A hereto.

SECTION 4. USE OF PROCEEDS.

4.01. General Obligation Facilities Maintenance Bonds, Series 2026A Construction Fund. There is hereby established on the official books and records of the District a General Obligation Facilities Maintenance Bonds, Series 2026A Construction Fund (the Construction Fund), and the District shall continue to maintain the Construction Fund until payment of all costs and expenses incurred in connection with the Projects financed by the Bonds have been paid. To the Construction Fund there shall be credited from the proceeds of the Bonds an amount equal to the estimated construction costs and expenses of the Projects and from the Construction Fund there shall be paid all such construction costs and expenses. After payment of all such construction costs and expenses, the Construction Fund shall be discontinued and any

Bond proceeds remaining therein shall be credited to the Debt Service Fund established by Section 4.02 hereof.

4.02. General Obligation Facilities Maintenance Bonds, Series 2026A Debt Service Fund. So long as any of the Bonds are outstanding and any principal of or interest thereon unpaid, the District shall maintain a separate debt service fund on the official books and records of the District to be known as the General Obligation Facilities Maintenance Bonds, Series 2026A Debt Service Fund (the Debt Service Fund), which the District agrees to maintain until the Bonds have been paid in full, and the principal of and interest on the Bonds shall be payable from the Debt Service Fund. Pursuant to Minnesota Statutes, Section 123B.595, subdivision 5(c), the portion of long-term facilities maintenance revenue for bonded debt must be recognized in the Debt Service Fund. The moneys on hand in the Debt Service Fund from time to time shall be used only to pay the principal of and interest on the Bonds. The District irrevocably appropriates to the Debt Service Fund: (a) any funds received from the Purchaser upon delivery of the Bonds in excess of (i) the amount required by Section 4.01 above to be credited to the Construction Fund and (ii) the amount required to be set aside for payment of the costs of issuance of the Bonds; (b) the amounts specified in Section 4.01 above, after payment of all costs and expenses of the Projects; (c) all taxes levied and collected in accordance with this resolution or any additional resolutions of the Board; (d) amounts, if any, transferred from the general fund account for long-term facilities maintenance to the Debt Service Fund, pursuant to Minnesota Statutes, Section 123B.595, subdivision 10(a)(4); (e) any long-term facilities maintenance equalized aid receivable under Minnesota Statutes, Section 123B.595, subdivision 9; and (f) all other moneys as shall be appropriated by the Board to the Debt Service Fund from time to time. If any payment of principal of and interest on the Bonds shall become due when there is not sufficient money in the Debt Service Fund to make such payment, the Clerk shall pay the same from any other available fund of the District, and such other fund shall be reimbursed for such advances out of the proceeds of the taxes levied for the payment of the Bonds when available. Pursuant to Minnesota Statutes, Section 123B.595, subdivision 12, the portion, if any, of long-term facilities maintenance revenue not recognized in the Debt Service Fund shall be maintained with the general fund of the District in a reserve account pledged to the payment of Facility Plan costs not financed by the Bonds.

4.03. Tax Levies. For the prompt and full payment of the principal of and interest on the Bonds as the same respectively become due, the full faith, credit and taxing power of the District shall be and are hereby irrevocably pledged. To provide moneys for the payment of principal of and interest on the Bonds as required by Minnesota Statutes, Section 475.61, subdivision 1, there is hereby levied on all taxable property in the District a direct, annual ad valorem tax which shall be spread upon the tax rolls for collection in the years and amounts as follows, as a part of other general taxes of the District, as follows:

Levy Years	Collection Years	Amount
	(See attached levy computation)	

The taxes shall be irrepealable as long as any of the Bonds are outstanding and unpaid; provided that the District reserves the right and power to reduce the levies in the manner and to the extent permitted by Minnesota Statutes, Section 475.61. It is estimated that the ad valorem taxes will be collected in amounts not less than five percent in excess of the annual principal and interest requirements of the Bonds. If, as of the date tax levies are certified in any year, the sum of the balance in the Debt Service Fund plus any ad valorem taxes theretofore levied for the payment of Bonds payable therefrom and collectible through the end of the following calendar year is not sufficient to pay when due all principal and interest to become due on all Bonds payable therefrom in said following calendar year, or the Debt Service Fund has incurred a deficiency in the manner provided in Section 4.02, an additional direct, irrepealable, ad valorem tax shall be levied on all taxable property within the corporate limits of the District for the purpose of restoring such accumulated or anticipated deficiency in accordance with the provisions of this resolution. Pursuant to Minnesota Statutes, Section 123B.595, subdivision 6, if the debt service revenue required to pay the principal and interest on the Bonds exceeds the District's long-term facilities maintenance revenue for the same fiscal year, the District's general fund levy must be reduced by the amount of the excess.

4.04. Debt Service Fund Balance Restriction. In order to ensure compliance with the Internal Revenue Code of 1986 (the Code), and applicable Treasury Regulations (the Regulations), upon allocation of any funds to the Debt Service Fund, the balance then on hand in the Fund shall be ascertained. If it exceeds the amount of principal and interest on the Bonds to become due and payable through February 1 next following, plus a reasonable carryover equal to 1/12th of the debt service due in the following bond year, the excess shall (unless an opinion is otherwise received from bond counsel) be used to prepay or

purchase Bonds, or invested at a yield which does not exceed the yield on the Bonds calculated in accordance with Section 148 of the Code.

SECTION 5. DEFEASANCE. When all of the Bonds have been discharged as provided in this section, all pledges, covenants and other rights granted by this resolution to the registered owners of the Bonds shall cease. The District may discharge its obligations with respect to any Bonds which are due on any date by depositing with the Registrar on or before that date a sum sufficient for the payment thereof in full; or, if any Bond should not be paid when due, it may nevertheless be discharged by depositing with the Registrar a sum sufficient for the payment thereof in full with interest accrued from the due date to the date of such deposit. The District may also at any time discharge its obligations with respect to any Bonds, subject to the provisions of law now or hereafter authorizing and regulating such action, by depositing irrevocably in escrow, with a bank or trust company qualified by law as an escrow agent for this purpose, cash or securities which are authorized by law to be so deposited, bearing interest payable at such time and at such rates and maturing on such dates as shall be required to pay all principal and interest to become due thereon to maturity. Provided, however, that if such deposit is made more than ninety days before the maturity date or specified redemption date of the Bonds to be discharged, the District shall have received a written opinion of Bond Counsel to the effect that such deposit does not adversely affect the exemption of interest on any Bonds from federal income taxation and a written report of an accountant or investment banking firm verifying that the deposit is sufficient to pay when due all of the principal and interest on the Bonds to be discharged on and before their maturity dates.

SECTION 6. TAX COVENANTS, ARBITRAGE MATTERS, REIMBURSEMENT AND CONTINUING DISCLOSURE.

6.01. Restrictive Action. The Projects will be owned and maintained by the District and used to carry out its program of public education. The District shall not enter into any lease, management agreement, use agreement or other contract with any nongovernmental entity relating to the Projects or a portion thereof which would cause the Bonds to be considered "private activity bonds" or "private loan bonds" pursuant to the provisions of Section 141 of the Code. The District covenants and agrees with the registered owners of the Bonds that it will not take or permit to be taken by any of its officers, employees or agents any actions that would cause interest on the Bonds to become includable in gross income of the recipient under the Code and applicable Regulations and covenants to take any and all actions within its powers to ensure that the interest on the Bonds will not become includable in gross income of the recipient under the Code and the Regulations.

6.02. Arbitrage Certification. The Chairperson and Clerk being the officers of the District charged with the responsibility for issuing the Bonds pursuant to this resolution, are authorized and directed to execute and deliver to the Purchaser a certificate in accordance with the provisions of Section 148 of the Code and applicable Regulations stating the facts, estimates and circumstances in existence on the date of issue and delivery of the Bonds which make it reasonable to expect that the proceeds of the Bonds will not be used in a manner that would cause the Bonds to be "arbitrage bonds" within the meaning of the Code and the Regulations.

6.03. Arbitrage Rebate. (a) It is hereby found that the District has general taxing powers, that no Bond is a "private activity bond" within the meaning of Section 141 of the Code, that 95% or more of the net proceeds of the Bonds are to be used for local governmental activities of the District, and that the aggregate face amount of all tax-exempt obligations (other than private activity bonds) issued by the District and all subordinate entities thereof during calendar year 2026 is not reasonably expected to exceed $5,000,000 plus the lesser of $10,000,000 or so much of the aggregate face amount of the tax-exempt obligations as are attributable to financing or refinancing the construction of public school facilities. Therefore, pursuant to Section 148(f)(4)(D) of the Code, the District shall be treated as meeting the arbitrage rebate requirements of paragraphs (2) and (3) of Section 148(f) of the Code.
(b) If, notwithstanding the provisions of paragraph (a) of this Section 6.03, the arbitrage rebate provisions of Section 148(f) of the Code apply to the Bonds, the District hereby covenants and agrees to make the determinations, retain records and rebate to the United States the amounts at the times and in the manner required by said Section 148(f).

6.04. Qualified Tax-Exempt Obligations. The Board hereby designates the Bonds as "qualified tax-exempt obligations" for purposes of Section 265(b)(3) of the Code relating to the disallowance of interest expense for financial institutions, and hereby finds that the reasonably anticipated amount of tax-exempt obligations which are not private activity bonds (not treating qualified 501(c)(3) bonds under Section 145 of

the Code as private activity bonds for the purpose of this representation) which will be issued by the District and all subordinate entities during calendar year 2026 does not exceed $10,000,000.

6.05. Reimbursement. The District certifies that the proceeds of the Bonds will not be used by the District to reimburse itself for any expenditure with respect to the Projects which the District paid or will have paid more than 60 days prior to the issuance of the Bonds unless, with respect to such prior expenditures, the District shall have made a declaration of official intent which complies with the provisions of Section 1.150-2 of the Regulations; provided that this certification shall not apply (i) with respect to certain de minimis expenditures, if any, with respect to the Projects meeting the requirements of Section 1.150-2(f)(1) of the Regulations, or (ii) with respect to "preliminary expenditures" for the Projects as defined in Section 1.150-2(f)(2) of the Regulations, including engineering or architectural expenses and similar preparatory expenses, which in the aggregate do not exceed 20% of the "issue price" of the Bonds.

6.06. Continuing Disclosure. (a) Purpose and Beneficiaries. To provide for the public availability of certain information relating to the Bonds and the security therefor and to permit the Purchaser and other participating underwriters in the primary offering of the Bonds to comply with amendments to Rule 15c2-12 promulgated by the SEC under the Securities Exchange Act of 1934 (17 C.F.R. § 240.15c2-12), relating to continuing disclosure (as in effect and interpreted from time to time, the Rule), which will enhance the marketability of the Bonds, the District hereby makes the following covenants and agreements for the benefit of the Owners (as hereinafter defined) from time to time of the outstanding Bonds. The District is the only obligated person in respect of the Bonds within the meaning of the Rule for purposes of identifying the entities in respect of which continuing disclosure must be made. If the District fails to comply with any provisions of this section, any person aggrieved thereby, including the Owners of any outstanding Bonds, may take whatever action at law or in equity may appear necessary or appropriate to enforce performance and observance of any agreement or covenant contained in this section, including an action for a writ of mandamus or specific performance. Direct, indirect, consequential and punitive damages shall not be recoverable for any default hereunder to the extent permitted by law. Notwithstanding anything to the contrary contained herein, in no event shall a default under this section constitute a default under the Bonds or under any other provision of this resolution. As used in this section, Owner or Bondowner means, in respect of a Bond, the registered owner or owners thereof appearing in the bond register maintained by the Registrar or any Beneficial Owner (as hereinafter defined) thereof, if such Beneficial Owner provides to the Registrar evidence of such beneficial ownership in form and substance reasonably satisfactory to the Registrar. As used herein, Beneficial Owner means, in respect of a Bond, any person or entity which (a) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, such Bond (including persons or entities holding Bonds through nominees, depositories or other intermediaries), or (b) is treated as the owner of the Bond for federal income tax purposes.

(b) Information To Be Disclosed. The District will provide, in the manner set forth in subsection (c) hereof, either directly or indirectly through an agent designated by the District, the following information at the following times:

(1) on or before twelve (12) months after the end of each fiscal year of the District, commencing with the fiscal year ending June 30, 2026, the following financial information and operating data in respect of the District (the Disclosure Information):

(A) the audited financial statements of the District for such fiscal year, prepared in accordance with generally accepted accounting principles in accordance with the governmental accounting standards promulgated by the Governmental Accounting Standards Board or as otherwise provided under Minnesota law, as in effect from time to time, or, if and to the extent such financial statements have not been prepared in accordance with such generally accepted accounting principles for reasons beyond the reasonable control of the District, noting the discrepancies therefrom and the effect thereof, and certified as to accuracy and completeness in all material respects by the fiscal officer of the District; and

(B) to the extent not included in the financial statements referred to in paragraph (A) hereof, the information for such fiscal year or for the period most recently available of the type contained in the Official Statement under the headings: "SOCIO-ECONOMIC CHARACTERISTICS – Major/Leading Employers;" "FINANCIAL INFORMATION;" and "SUMMARY OF DEBT AND DEBT STATISTICS;" which information may be unaudited.

Notwithstanding the foregoing paragraph, if the audited financial statements are not available by the date specified, the District shall provide on or before such date unaudited financial statements in the format required for the audited financial statements as part of the Disclosure Information and, within 10 days after the receipt thereof, the District shall provide the audited financial statements. Any or all of the Disclosure Information may be incorporated by reference, if it is updated as required hereby, from other documents, including official statements, which have been submitted to the Municipal Securities Rulemaking Board (the MSRB) through its Electronic Municipal Market Access System (EMMA) or the SEC. The District shall clearly identify in the Disclosure Information each document so incorporated by reference. If any part of the Disclosure Information can no longer be generated because the operations of the District have materially changed or been discontinued, such Disclosure Information need no longer be provided if the District includes in the Disclosure Information a statement to such effect; provided, however, if such operations have been replaced by other District operations in respect of which data is not included in the Disclosure Information and the District determines that certain specified data regarding such replacement operations would be a Material Fact (as defined in paragraph (2) hereof), then, from and after such determination, the Disclosure Information shall include such additional specified data regarding the replacement operations. If the Disclosure Information is changed or this section is amended as permitted by this paragraph (b)(1) or subsection (d), then the District shall include in the next Disclosure Information to be delivered hereunder, to the extent necessary, an explanation of the reasons for the amendment and the effect of any change in the type of financial information or operating data provided.

(2) In a timely manner, not in excess of 10 business days, to the MSRB through EMMA, notice of the occurrence of any of the following events (each a "Material Fact," as hereinafter defined):

(A) principal and interest payment delinquencies;
(B) non-payment related defaults, if material;
(C) unscheduled draws on debt service reserves reflecting financial difficulties;
(D) unscheduled draws on credit enhancements reflecting financial difficulties;
(E) substitution of credit or liquidity providers, or their failure to perform;
(F) adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB), or other material notices or determinations with respect to the tax status of the Bonds or other material events affecting the tax status of the Bonds;
(G) modifications to rights of Bond holders, if material;
(H) Bond calls, if material and tender offers;
(I) defeasances;
(J) release, substitution, or sale of property securing repayment of the Bonds if material;
(K) rating changes;
(L) bankruptcy, insolvency, receivership, or similar event of the obligated person;
(M) the consummation of a merger, consolidation, or acquisition involving an obligated person or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;
(N) appointment of a successor or additional trustee or the change of name of a trustee, if material;
(O) incurrence of a financial obligation of the obligated person, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a financial obligation of the obligated person, any of which affect security holders, if material; "financial obligation" means a (a) debt obligation; (b) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (c) guarantee of a debt obligation or any such derivative instrument; provided that "financial obligation" shall not include municipal securities as to which a final official statement (as defined in the Rule) has been provided to the MSRB consistent with the Rule; and
(P) default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a financial obligation of the obligated person, any of which reflect financial difficulties.

As used herein, for those events that must be reported if material, a "Material Fact" is a fact as to which a substantial likelihood exists that a reasonably prudent investor would attach importance thereto in deciding to buy, hold or sell a Bond or, if not disclosed, would significantly alter the total information otherwise

available to an investor from the Official Statement, information disclosed hereunder or information generally available to the public. Notwithstanding the foregoing sentence, a Material Fact is also a fact that would be deemed material for purposes of the purchase, holding or sale of a Bond within the meaning of applicable federal securities laws, as interpreted at the time of discovery of the occurrence of the event.

For the purposes of the event identified in (L) hereinabove, the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for an obligated person in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the obligated person, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the obligated person.

For purposes of the events identified in paragraphs (O) and (P) above, the term "financial obligation" means (i) a debt obligation; (ii) a derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (iii) a guarantee of (i) or (ii). The term "financial obligation" shall not include municipal securities as to which a final official statement has been provided to the MSRB consistent with the Rule.

(3) In a timely manner, to the MSRB through EMMA, notice of the occurrence of any of the following events or conditions:

(A) the failure of the District to provide the Disclosure Information required under paragraph (b)(1) at the time specified thereunder;

(B) the amendment or supplementing of this section pursuant to subsection (d), together with a copy of such amendment or supplement and any explanation provided by the District under subsection (d)(2);

(C) the termination of the obligations of the District under this section pursuant to subsection (d);

(D) any change in the accounting principles pursuant to which the financial statements constituting a portion of the Disclosure Information are prepared; and

(E) any change in the fiscal year of the District.

(c) Manner of Disclosure.

(1) The District agrees to make available to the MSRB through EMMA, in an electronic format as prescribed by the MSRB, the information described in subsection (b).

(2) All documents provided to the MSRB pursuant to this subsection (c) shall be accompanied by identifying information as prescribed by the MSRB from time to time.

(d) Term; Amendments; Interpretation.

(1) The covenants of the District in this section shall remain in effect so long as any Bonds are outstanding. Notwithstanding the preceding sentence, however, the obligations of the District under this section shall terminate and be without further effect as of any date on which the District delivers to the Registrar an opinion of Bond Counsel to the effect that, because of legislative action or final judicial or administrative actions or proceedings, the failure of the District to comply with the requirements of this section will not cause participating underwriters in the primary offering of the Bonds to be in violation of the Rule or other applicable requirements of the Securities Exchange Act of 1934, as amended, or any statutes or laws successory thereto or amendatory thereof.

(2) This section (and the form and requirements of the Disclosure Information) may be amended or supplemented by the District from time to time, without notice to (except as provided in paragraph (c)(2) hereof) or the consent of the Owners of any Bonds, by a resolution of this Board filed in the office of the recording officer of the District accompanied by an opinion of Bond Counsel, who may rely on certificates of the District and others and the opinion may be subject to customary qualifications, to the effect that: (i)

such amendment or supplement (a) is made in connection with a change in circumstances that arises from a change in law or regulation or a change in the identity, nature or status of the District or the type of operations conducted by the District, or (b) is required by, or better complies with, the provisions of paragraph (b)(5) of the Rule; (ii) this section as so amended or supplemented would have complied with the requirements of paragraph (b)(5) of the Rule at the time of the primary offering of the Bonds, giving effect to any change in circumstances applicable under clause (i)(a) and assuming that the Rule as in effect and interpreted at the time of the amendment or supplement was in effect at the time of the primary offering; and (iii) such amendment or supplement does not materially impair the interests of the Bondowners under the Rule.

If the Disclosure Information is so amended, the District agrees to provide, contemporaneously with the effectiveness of such amendment, an explanation of the reasons for the amendment and the effect, if any, of the change in the type of financial information or operating data being provided hereunder.

(3) This section is entered into to comply with the continuing disclosure provisions of the Rule and should be construed so as to satisfy the requirements of paragraph (b)(5) of the Rule.

SECTION 7. CERTIFICATION OF PROCEEDINGS.

7.01. Filing with County Auditors. The Clerk is hereby authorized and directed to file with the County Auditors of Pipestone, Rock and Murray Counties a certified copy of this resolution together with such other information as the County Auditors shall require and to obtain from the County Auditors a certificate that the Bonds have been entered upon the bond registers and that the tax for the payment of the Bonds has been levied as required by law.

7.02. Certification of Proceedings. The officers of the District and the County Auditors are hereby authorized and directed to prepare and furnish to the Purchaser and to Dorsey & Whitney LLP, Bond Counsel, certified copies of all proceedings and records of the District relating to the Bonds and to the financial condition and affairs of the District, and such other affidavits, certificates and information as may be required to show the facts relating to the legality and marketability of the Bonds as they appear from the books and records under the officer's custody and control or as otherwise known to the them. All such certified copies, certificates and affidavits, including any heretofore furnished, shall be deemed representations of the District to the correctness of all statements contained herein.

7.03. Official Statement. The Superintendent and Business Manager are hereby authorized and directed to review and approve all necessary disclosures in connection with the issuance of the Bonds. PMA, as municipal advisor to the District, is hereby authorized, on behalf of the District, to prepare and distribute to the Purchaser of the Bonds, within seven business days from the sale date of the Bonds, a final official statement (the "Final Official Statement") listing the offering price, the interest rates, selling compensation, delivery date, the underwriters and such other information relating to the Bonds required to be included in the Final Official Statement by the Rule, in the form approved by the Superintendent and Business Manager. The Purchaser is hereby authorized to use and distribute the Final Official Statement in connection with the offering of the Bonds. The Superintendent and Business Manager are hereby authorized and directed to sign such certifications as may be necessary or required by counsel or the purchaser(s) with respect to the completeness and accuracy of the Preliminary Official Statement dated June 8, 2026, and the Final Official Statement to be dated on or around June 16, 2026. All actions heretofore or hereafter taken by District officers and staff, or by others acting on behalf of the District, with respect to the Projects to be financed with proceeds of the Bonds, the structuring of the financing, the marketing and sale of the Bonds, the preparation of legal documents and the consummation of the transaction contemplated by this resolution, including but not limited to the engagement of third-party advisors and counsel, are hereby ratified and approved in full.

SECTION 8. STATE PAYMENT; DISTRICT AND REGISTRAR OBLIGATIONS. The District hereby covenants and obligates itself to notify the Commissioner of any potential default in the payment of the principal of or interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 (the State Payment Law), to guarantee, to the extent permitted by law, payment of the principal of and interest on the Bonds when due. The District further covenants to deposit with the Registrar not less than three business days prior to each February 1 and August 1 as set forth in Section 2.03 hereof, an amount sufficient to make that payment or to notify the Commissioner as provided in the State Payment Law that it will be unable to make all or a portion of such payment. The Registrar will notify the Commissioner if it becomes aware of a potential default in the payment of principal of and interest on the Bonds on

any payment date or if, on the date two business days prior to the date on which a payment is due, there are insufficient funds on deposit with the Registrar to make the required payment on such date. The Registrar will cooperate with the District, the Commissioner and the Commissioner of Management and Budget in implementing the provisions of the State Payment Law. In the event that amounts sufficient to make any such interest or principal payment are held by an escrow or paying agent and invested as authorized by Minnesota Statutes, Chapter 475 and such escrow or paying agent is required to use proceeds from such investment to pay to the Registrar the amount necessary to pay such interest or principal on such payment date, then the requirements of the State Payment Law relating to the deposit of such amounts with the Registrar prior to the payment date of such interest or principal shall be deemed satisfied and neither the District nor the Registrar shall be required to notify the Commissioner that insufficient funds are available to pay such interest or principal on such payment date. The District shall do all other things which may be necessary to perform the Bonds hereby undertaken under the State Payment Law, including any requirements hereafter adopted by the Commissioner of Management and Budget or the Commissioner.

Upon vote being taken on the foregoing resolution, the following voted in favor thereof: Tyler Fruechte, Brad Carson, Katie Wiese, Daphne Likness, Mark Hiniker, Tami Taubert, and Chrissy DeBates.

and the following voted against the same: None.

whereupon the resolution was declared duly passed and adopted 7-0.

Adjourn:

- Motion by Carson, second by Taubert, to adjourn the meeting (7:55PM). Motion carried unanimously.

/s/ Tyler Fruechte
Tyler Fruechte, Chairman

/s/ Daphne Likness
Daphne Likness, Clerk

Approved and dated by the board July 27, 2026
Submitted, Deb Peschon

Personnel Report - Action Requested
July 27, 2026 Regular School Meeting

Notice of New Contract

	Name	Position	Effective Date
1.	Mark Moeller	Head XC	Fall 2026
2.	Todd Texley	Ass't XC	Fall 2026
3.	James Skyberg	Head Tennis	Fall 2026
4.	Skylar Mendro	Ass't Tennis	Fall 2026
5.	Carmen Skyberg	JH Tennis	Fall 2026
6.	Shelly Hennager	Head VB	Fall 2026
7.	Morgan Taubert	Ass't VB	Fall 2026
8.	Shelby Baatz	B-VB	Fall 2026
9.	Morgyn Carson	C-VB	Fall 2026
10.	Erin Brockberg	8th VB	Fall 2026
11.	Dave Dulas	7th VB	Fall 2026
12.	Scott Boomgaarden	Head FB	Fall 2026
13.	Sean Kallevig	Ass't FB	Fall 2026
14.	Trevor Tiefenthaler	Ass't FB	Fall 2026
15.	Cole Maly	B-FB	Fall 2026
16.	Seth Gawerecki	B-FB	Fall 2026
17.	Maddox Biever	Jr Hi FB	Fall 2026
18.	Mitchel Carson	Jr Hi FB	Fall 2026
19.	Ryan Wielenberg	Jr Hi FB	Fall 2026
20.	Paul Young	Jr Hi FB	Fall 2026
21.	Natalie Resch	Head FFA	26-27 SY
22.	Maggie Wertish	JH FFA	26-27 SY
23.	Nancy Stiles	NHS	26-27 SY
24.	Marie LaRock	NHS	26-27 SY
25.	Andy Yost	Dean of Students	26-27 SY
26.	Scott Sterud	Dean of Students	26-27 SY
27.	Ellen Dulas	Extended Duty (8 days)	26-27 SY
28.	Kaysee Slaba	Extended Duty (8 days)	26-27 SY
29.	Tanya Schroyer	Extended Duty (8 days)	26-27 SY
30.	Rick Zollner	Extended Duty (10 days)	26-27 SY
31.	Rick Zollner	Community Ed Coord	26-27 SY
32.	Tanya Schroyer	STARS	26-27 SY
33.	Ellen Dulas	Peer Helper	26-27 SY
34.	Dave Dulas	Peer Helper	26-27 SY
35.	Zach Ploeger	Music, Instrumental Groups	26-27 SY
36.	Ethan Strawn	Music, Vocal Groups	26-27 SY
37.	Michael Slaba	HS Student Council	26-27 SY
38.	Kaysee Slaba	HS Student Council	26-27 SY
39.	Ingrid Wielenberg	MS Student Council	26-27 SY
40.	Jodi Minet	Math Coach	26-27 SY

Rationale

1 – 20. Fall Activities assignments
21 – 40. Yearly assignments

Retirement

1. Stacy Popma, Teacher 27 years in Pipestone

Volunteers:
Daphne Likness, Volleyball
Landon Quist, Football

Budget Presentation to the Board					
Expenditures as of 07/20/2026	FY2026				
General Fund			7/20/2026	Year to	
Classification	Code	FY2026 Amended	Year to Date	Date %	
Administrative Salaries	110	$617,860.00	$618,577.61	100%	
Teacher Salaries	140	$5,453,188.00	$5,472,995.30	100%	
Non-Licensed Classroom Personnel	141	$55,277.00	$33,933.61	61%	
Licensed Instructional Support Personnel	143	$146,324.00	$151,459.70	104%	
Non-License Instructional Support Personnel	144	$0.00	$0.00	#DIV/0!	
Substitute Salaries	145	$204,400.00	$195,896.20	96%	
Subsitute Non-Licensed Classroom Salaries	146	$33,900.00	$34,009.78	100%	
Language Pathalogist	152	$33,000.00	$30,457.64	92%	
School Nurse	154	$116,388.00	$114,711.58	99%	
School Social Worker	156	$113,702.00	$115,285.27	101%	
Certified Paraprofessional	161	$680,640.00	$707,935.68	104%	
Certified One-to-One Paraprofessional	162	$245,020.00	$213,022.69	87%	
Foreign Language Interpreter	163	$0.00	$0.00	#DIV/0!	
School Counselor	165	$209,937.00	$209,844.63	100%	
Non-Instructional Support	170	$953,317.00	$1,023,059.81	107%	
DAPE Specialist	174	$0.00	$0.00	#DIV/0!	
Cultural Liaison	175	$29,789.00	$29,859.99	100%	
Other Salary Payment	185	$576,120.00	$625,932.43	109%	
Severance	191	$17,105.00	$17,104.01	100%	
Third Party Pay Expense Salaries	195	$0.00	$0.00	#DIV/0!	
FICA	210	$714,829.00	$699,764.76	98%	
PERA	214	$154,613.00	$162,038.07	105%	
TRA	218	$644,463.00	$690,922.03	107%	
Paid Family Medical Leave	219	$27,020.00	$27,193.98	101%	
Health Insurance	220	$822,717.00	$856,692.00	104%	
Life Insurance	230	$11,475.00	$11,559.22	101%	
Dental Insurance	235	$1,487.00	$1,554.36	105%	
Long Term Disability	240	$1,650.00	$1,122.20	68%	
TSA Match	250	$110,840.00	$99,907.89	90%	
Employer Sponsored HSA's	251	$119,300.00	$82,177.53	69%	
Workmens Comp	270	$38,940.00	$38,940.00	100%	
Unemployment Compensation	280	$10,000.00	$4,928.78	49%	
Unemployment Summer Employees	281	$71,000.00	$57,781.24	81%	
Other Post-Employment Benefits	291	$27,453.00	$27,094.00	99%	
Third Party Pay Benefits	295	$0.00	$0.00	#DIV/0!	
Total Salaries and Fringe		$12,241,754.00	$12,355,761.99	101%	
Other Employee Benefits	299	$0.00	$0.00	#DIV/0!	
Fed Sub Awards Under $25,000	303	$865.00	$865.24	100%	
Fed Sub Awards Over $25,000	304	$0.00	$0.00	#DIV/0!	
Consulting and Servicing Fees	305	$367,240.00	$497,538.57	135%	
School Resource Officer	310	$61,212.00	$61,212.00	100%	
Services Purchased from Coop	316	$178,806.00	$174,265.85	97%	
Computer and Technology Services	319	$0.00	$0.00	#DIV/0!	
Communications/Phone	320	$41,100.00	$37,798.92	92%	
Postage and Express	329	$7,110.00	$8,124.09	114%	
Utility Services	330	$303,004.00	$321,869.24	106%	
Short Term Rentals	335	$171,023.00	$134,589.42	79%	
Property Insurance	340	$215,000.00	$214,896.95	100%	
Repairs and Maintenance	350	$277,650.00	$285,983.04	103%	
Transportation	360	$1,313,146.00	$1,328,580.87	101%	
Travel	366	$114,465.00	$114,574.22	100%	
Entry Fees/Student Travel	369	$48,175.00	$55,433.98	115%	
Rentals and Leases	370	$0.00	$0.00	#DIV/0!	
Mental Health Professional Services	379	$0.00	$0.00	#DIV/0!	
Third Party Reimbursement Services	385	$0.00	$0.00	0%	
To Other MN School Districts	390	$0.00	$0.00	#DIV/0!	
To Out of State Districts	392	$50,476.00	$36,187.84	72%	
Special Ed Contracted Services	393	$247,298.00	$205,436.48	83%	
To Non-Ed Agency	394	$293,245.00	$298,717.54	102%	
Spec Ed Salary Purchased from Co-op	396	$491,556.00	$389,057.25	79%	
Spec Ed Benefits Purchased from Co-op	397	$82,114.00	$68,411.07	83%	
Charge Back	398	$0.00	$0.00	0%	
Purchase Sped Contracted Services	399	$0.00	$0.00	#DIV/0!	
General Supplies	401	$251,611.00	$275,100.12	109%	
Non instructional Computer Software	405	$120,522.00	$102,484.41	85%	
Instructional Software License	406	$87,008.00	$97,418.40	112%	
Instructional Supplies	430	$132,410.00	$114,608.71	87%	
Individualized Materials	433	$46,044.00	$39,757.19	86%	
Fuel for Buildings	440	$94,500.00	$83,237.26	88%	
Noninstructional Tech Supplies	455	$22,500.00	$23,405.77	104%	
Instructional Tech Supplies	456	$0.00	$0.00	#DIV/0!	
Textbooks/Workbooks	460	$83,685.00	$101,238.73	121%	
Standarized Tests	461	$4,920.00	$4,876.00	99%	
Non-Instructional Tech Devices	465	$169,727.55	$173,585.28	102%	
Instructional Technology Devices	466	$43,900.00	$41,877.59	95%	
Library Books	470	$23,000.00	$13,857.73	60%	
Audio Visual Aids	480	$0.00	$0.00	0%	
Electronic Format	485	$0.00	$0.00	#DIV/0!	
Food	490	$0.00	$743.91	#DIV/0!	
Capital Non-Instruction Tech Software	505	$10,000.00	$9,500.00	95%	
Site or Grounds Acquisition	510	$25,000.00	$17,699.00	71%	
Building Acquisition and Construction	520	$165,000.00	$154,008.98	93%	
Equipment Purchased	530	$103,569.00	$88,384.72	85%	
Special Education Equipment	533	$0.00	$0.00	#DIV/0!	
Eligible Pupil Transportation	548	$0.00	$0.00	0%	
Vehicles Purchased	550	$0.00	$0.00	#DIV/0!	
Non-Instructional Technology Hardware	555	$24,409.45	$14,763.40	60%	
Capitalized Instructional Technology Hardware	556	$0.00	$0.00	#DIV/0!	
Principal on Long Term Lease	570	$0.00	$0.00	#DIV/0!	
Interest Long Term Lease	571	$0.00	$0.00	#DIV/0!	
Principal on Capital Lease	580	$85,000.00	$85,000.00	100%	
Interest on Capital Lease	581	$6,978.00	$6,977.25	100%	
Dues and Memberships	820	$23,100.00	$13,429.20	58%	
Taxes and Special Assessments	896	$1,100.00	$649.35	59%	
Affordable Care Act Penalties	897	$21,000.00	$0.00	0%	
Miscellaneous Other Expenses	899	$1,000.00	$0.00	0%	
Contingency		$0.00	$0.00	#DIV/0!	
Total		$18,051,223.00	$18,051,907.56	100%	
The prior year to date percentage was 97%					

INDEPENDENT SCHOOL DISTRICT NO. 2689
PIPESTONE AREA SCHOOLS
TREASURER'S REPORT TO SCHOOL BOARD
FOR THE MONTH ENDED JUNE 30th, 2026

FUNDS	FUND NUMBER	CASH BALANCE BEGINNING OF MONTH	NET CASH ACTIVITY	CASH BALANCE END OF MONTH	ADJUSTMENTS	CASH BALANCE END OF MONTH FY26	CASH BALANCE END OF MONTH FY25
GENERAL FUND	01,03,05	$5,655,092.16	$139,040.93	$5,794,133.09		$5,794,133.09	$7,522,334.59
FOOD SERVICE FUND	02	$1,017,646.11	($25,079.52)	$992,566.59		$992,566.59	$720,149.88
COMMUNITY SERVICE FUND	04	$583,293.55	$96,759.91	$680,053.46		$680,053.46	$612,796.18
TOTAL OPERATING FUNDS		$7,256,031.82	$210,721.32	$7,466,753.14		$7,466,753.14	$8,855,280.64
BUILDING FUND	06	$0.00	$0.00	$0.00		$0.00	$0.00
DEBT SERVICE FUND	07	$1,128,616.16	$620,035.36	$1,748,651.52		$1,748,651.52	$1,337,193.64
AGENCY FUND	09	$345.00	$0.00	$345.00		$345.00	$345.00
CERTIFICATES OF DEPOSIT		$0.00	$0.00	$0.00		$0.00	$0.00
TOTAL		$8,384,992.98	$830,756.68	$9,215,749.66	$0.00	**$9,215,749.66**	$10,192,819.28

RECONCILEMENT OF TREASURE'S BALANCE WITH BANKS

DESCRIPTION	ACCOUNT NUMBER	CURRENT RATE OF INTEREST	BALANCE PER BANK STATEMENT	OUTSTANDING CHECKS	OUTSTANDING DEPOSITS	OTHER RECONCILING ITEMS	BALANCE PER TREASURER'S BOOKS	BALANCE PER TREASURER'S BOOKS
FIRST NATIONAL BANK-PAYROLL		0.05%	$55,821.57	($3,956.48)	$0.00	$0.00	$51,865.09	$96,946.87
FIRST NATIONAL BANK-MM		0.10%	$1,831,349.59	$0.00	$0.00	$0.00	$1,831,349.59	$2,646,376.58
FIRST F&M		2.00%	$1,019,417.61	($255,023.79)	$0.00	$0.00	$764,393.82	$646,776.50
MNTrust		3.55%	$4,237,641.16	$0.00	$0.00	$0.00	$4,237,641.16	$1,333,919.33
TOTAL			$7,144,229.93	($258,980.27)	$0.00	$0.00	$6,885,249.66	$4,724,019.28

CERTIFICATES OF DEPOSIT	CD #	Date Purchased	Maturity Da	Maturity Period	Interest Rate		Dollar Amount	Dollar Amount
CIBC Bank USA, MI	1373976-1	2/11/2025	7/24/2026	528 Days	4.150%	**0**	$235,700.00	
Cornerstone Bank NE	1373974-1	2/11/2025	1/22/2027	710 Days	4.178%	**0**	$231,100.00	
Bank Hapoalim	1370834-1	11/8/2024	11/9/2026	24 Months	4.100%	**0**	$230,900.00	
Freedom Northwest Credit Union	1370835-1	11/8/2024	11/9/2026	24 Months	4.071%	**0**	$230,800.00	
American Commercial Bank	1373975-1	2/11/2025	1/22/2027	710 Days	4.143%	**0**	$231,300.00	
Trustar Bank, VA	1377626-1	4/8/2025	10/8/2026	16 Months	3.780%	**0**	$236,300.00	
Regent Bank, OK	1377623-1	4/8/2025	4/8/2027	24 Months	3.690%	**0**	$232,700.00	
Solera National Bank, CO	1377624-1	4/8/2025	4/8/2027	24 Months	3.700%	**0**	$232,400.00	
Truxton Trust Company	1378874-1	5/1/2025	1/25/2027	21 Months	3.715%	**0**	$234,500.00	
First Capital Bank SC	1378875-1	5/1/2025	1/25/2027	21 Months	3.693%	**0**	$234,800.00	
Total							$2,330,500.00	$5,468,800.00
Grand Total							**$9,215,749.66**	**$10,192,819.28**

Signed Jacque Kennedy

INDEPENDENT SCHOOL DISTRICT NO. 2689
PIPESTONE AREA SCHOOLS
MNTRUST 2023A BONDS
FOR THE MONTH ENDED JUNE 30, 2026

FUNDS	FUND NUMBER	CASH BALANCE BEGINNING OF MONTH	NET CASH ACTIVITY	CASH BALANCE END OF MONTH	ADJUSTMENTS	CASH BALANCE END OF MONTH
MNTRUST 2023A BONDS	06	$738,752.52	$2,155.66	$740,908.18		$740,908.18
TOTAL		$730,111.23	$2,155.66	$740,908.18	$0.00	**$740,908.18**

RECONCILEMENT OF TREASURE'S BALANCE WITH BANKS

DESCRIPTION	ACCOUNT NUMBER	CURRENT RATE OF INTEREST	BALANCE PER BANK STATEMENT	OUTSTANDING CHECKS	OUTSTANDING DEPOSITS	OTHER RECONCILING ITEMS	BALANCE PER TREASURER'S BOOKS
MNTRUST		3.55%	$740,908.18	$0.00	$0.00	$0.00	$740,908.18
MNTRUST TERM SERIES		1.95%	$0.00	$0.00	$0.00	$0.00	$0.00
SECURITY(BONDS OR TREASURY NOTES)		Various	$0.00	$0.00	$0.00	$0.00	$0.00
CERTIFICATES OF DEPOSIT		Various	$0.00	$0.00	$0.00	$0.00	$0.00
TOTAL			$740,908.18	$0.00	$0.00	$0.00	$740,908.18

Signed Jacque Kennedy

INDEPENDENT SCHOOL DISTRICT NO. 2689
PIPESTONE AREA SCHOOLS
MNTRUST 2026A FACILITIES MAINTENANCE BONDS
FOR THE MONTH ENDED JUNE 30, 2026

FUNDS	FUND NUMBER	CASH BALANCE BEGINNING OF MONTH	NET CASH ACTIVITY	CASH BALANCE END OF MONTH	ADJUSTMENTS	CASH BALANCE END OF MONTH
MNTRUST 2023A BONDS	06	$0.00	$19,927.21	$19,927.21		$19,927.21
TOTAL		$730,111.23	$19,927.21	$19,927.21	$0.00	**$19,927.21**

RECONCILEMENT OF TREASURE'S BALANCE WITH BANKS

DESCRIPTION	ACCOUNT NUMBER	CURRENT RATE OF INTEREST	BALANCE PER BANK STATEMENT	OUTSTANDING CHECKS	OUTSTANDING DEPOSITS	OTHER RECONCILING ITEMS	BALANCE PER TREASURER'S BOOKS
MNTRUST		3.55%	$19,927.21	$0.00	$0.00	$0.00	$19,927.21
MNTRUST TERM SERIES		1.95%	$0.00	$0.00	$0.00	$0.00	$0.00
SECURITY(BONDS OR TREASURY NOTES)		Various	$0.00	$0.00	$0.00	$0.00	$0.00
CERTIFICATES OF DEPOSIT		Various	$0.00	$0.00	$0.00	$0.00	$0.00
TOTAL			$19,927.21	$0.00	$0.00	$0.00	$19,927.21

Signed Jacque Kennedy

Pipestone Area Schools ISD #2689

Detail Payment Register By Check

Check Number: 72182-72313 Payment Date: 6/1/2026-7/31/2026 Period: 202612-202701 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
FIN	**72182**	**9807**		**BIOAG ENERGY SERVICES**		**Check**		
			E	01 005 810 000 000 401 General Supplies		$2,057.51		
PO#:		**Voucher #:**	**102796**	Invoice **Invoice No:** 6949380021	**6/10/2026**		**Paid Amt:**	**$2,057.51**
							Check Amount:	**$2,057.51**
FIN	**72183**	**9187**		**BLACK BOX NETWOK SERVICES**		**Check**		
			E	01 005 605 150 000 455 NonInstructional Tech Supplies		$144.00		
PO#:		**Voucher #:**	**102795**	Invoice **Invoice No:** 9500255970	**6/10/2026**		**Paid Amt:**	**$144.00**
							Check Amount:	**$144.00**
FIN	**72185**	**00226**		**CENTER SPORTS INC**		**Check**		
			E	01 300 296 207 000 401 General Supplies		$1,474.68		
PO#:		**Voucher #:**	**102798**	Invoice **Invoice No:** AAD016098-AA01	**6/10/2026**		**Paid Amt:**	**$1,474.68**
							Check Amount:	**$1,474.68**
FIN	**72186**	**10583**		**CM2 SUPPLY**		**Check**		
			E	01 300 301 501 830 433 Individualized Mat.		$28.07		
PO#:		**Voucher #:**	**102800**	Invoice **Invoice No:** 0000474386	**6/10/2026**		**Paid Amt:**	**$28.07**
			E	01 300 301 501 830 433 Individualized Mat.		$27.35		
PO#:		**Voucher #:**	**102799**	Invoice **Invoice No:** 0000487587	**6/10/2026**		**Paid Amt:**	**$27.35**
							Check Amount:	**$55.42**
FIN	**72187**	**10053**		**COORDINATED BUSINESS SERVICES LTD**		**Check**		
			E	01 005 110 000 000 335 Short Term Rentals		$4.60		
PO#:		**Voucher #:**	**102801**	Invoice **Invoice No:** 545315	**6/10/2026**		**Paid Amt:**	**$4.60**
							Check Amount:	**$4.60**
FIN	**72188**	**10461**		**COPPER PENNY**		**Check**		
			E	01 300 294 207 000 401 General Supplies		$60.00		
PO#:		**Voucher #:**	**102797**	Invoice **Invoice No:** 00000	**6/10/2026**		**Paid Amt:**	**$60.00**
							Check Amount:	**$60.00**
FIN	**72189**	**6780**		**DENNYS NAPA OF PIPESTONE**		**Check**		
			E	01 005 810 000 000 401 General Supplies		$237.96		
PO#:		**Voucher #:**	**102802**	Invoice **Invoice No:** 06/10/2026	**6/10/2026**		**Paid Amt:**	**$237.96**
							Check Amount:	**$237.96**
FIN	**72190**	**10558**		**EGOLDFAX**		**Check**		
			E	01 005 620 000 000 401 General Supplies		$20.60		
PO#:		**Voucher #:**	**102803**	Invoice **Invoice No:** 12201632	**6/10/2026**		**Paid Amt:**	**$20.60**
							Check Amount:	**$20.60**

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
FIN	72191	9564		GOPHERMODS, LLC		Check
			E 01 005 605 150 000 350	Repair&maint Service		$1,458.00
PO#:	Voucher #:	102804	Invoice	Invoice No: 8499	6/10/2026	Paid Amt: $1,458.00
						Check Amount: $1,458.00
FIN	72192	00256	00256-1	HILLYARD INC		Check
			E 01 005 810 000 000 401	General Supplies		$161.65
PO#:	Voucher #:	102805	Invoice	Invoice No: 90175249	6/10/2026	Paid Amt: $161.65
						Check Amount: $161.65
FIN	72193	8073		INTERSTATE BATTERY CENTER		Check
			E 01 005 605 150 000 455	NonInstructional Tech Supplies		$161.00
PO#:	Voucher #:	102791	Invoice	Invoice No: 1912999034792	6/10/2026	Paid Amt: $161.00
						Check Amount: $161.00
FIN	72194	9413		PH PERCUSSION		Check
			E 01 300 258 233 000 305	Consult & Serv.fees Band		$900.00
PO#:	Voucher #:	102792	Invoice	Invoice No: 06/10/2026	6/10/2026	Paid Amt: $900.00
						Check Amount: $900.00
FIN	72195	4977		RESILITE INDEPENDENT SALES PRO		Check
			E 01 300 294 210 000 530	Wrestling Mat		$17,069.00
PO#: 19036	Voucher #:	102793	Invoice	Invoice No: 2026/03778	6/10/2026	Paid Amt: $17,069.00
						Check Amount: $17,069.00
FIN	72196	10533		BLACK HAWK ROOF CO. INC		Check
			E 01 005 810 000 000 350	Repair&maint Service		$1,961.73
PO#:	Voucher #:	102794	Invoice	Invoice No: 8580	6/10/2026	Paid Amt: $1,961.73
						Check Amount: $1,961.73
FIN	72197	10178		HENNAGER PLUMBIN & HEATING INC		Check
			E 02 005 770 000 701 350	Repair&maint Service		$160.00
PO#:	Voucher #:	102806	Invoice	Invoice No: 9627	6/10/2026	Paid Amt: $160.00
						Check Amount: $160.00
FIN	72198	10256		INSTRUMENTALIST AWARDS		Check
			E 01 300 258 234 000 401	General Supplies		$93.00
PO#:	Voucher #:	102807	Invoice	Invoice No: 56164P 2602	6/10/2026	Paid Amt: $93.00
						Check Amount: $93.00
FIN	72199	4244		ITC		Check
			E 01 006 810 000 000 320	Communications/Phone		$39.98
PO#:	Voucher #:	102808	Invoice	Invoice No: 12230183	6/10/2026	Paid Amt: $39.98
						Check Amount: $39.98

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
FIN	72200	5168		J. W. PEPPER & SON, INC.		Check
			E	01 300 258 234 000 401 General Supplies		$64.99
			E	01 300 258 234 000 401 General Supplies		($64.99)
			E	01 300 258 233 000 401 General Supplies		$64.99
PO#:		Voucher #:	102813	Invoice Invoice No: 368556893	6/10/2026	Paid Amt: $64.99
			E	01 300 258 234 000 401 General Supplies		$30.00
			E	01 300 258 234 000 401 General Supplies		($30.00)
			E	01 300 258 233 000 401 General Supplies		$30.00
PO#:		Voucher #:	102814	Invoice Invoice No: 368556797	6/10/2026	Paid Amt: $30.00
			E	01 300 258 234 000 401 General Supplies		$62.49
			E	01 300 258 234 000 401 General Supplies		($62.49)
			E	01 300 258 233 000 401 General Supplies		$62.49
PO#:		Voucher #:	102809	Invoice Invoice No: 368559537	6/10/2026	Paid Amt: $62.49
			E	01 300 258 233 000 401 General Supplies		$55.00
PO#:		Voucher #:	102810	Invoice Invoice No: 368581782	6/10/2026	Paid Amt: $55.00
			E	01 300 258 233 000 401 General Supplies		$130.00
PO#:		Voucher #:	102811	Invoice Invoice No: 368435462	6/10/2026	Paid Amt: $130.00
						Check Amount: $342.48
FIN	72201	01140		JERS ELECTRIC INC		Check
			E	02 005 770 000 701 350 Repair&maint Service		$109.55
			E	01 005 810 000 000 350 Repair&maint Service		$643.91
PO#:		Voucher #:	102812	Invoice Invoice No: 6032	6/10/2026	Paid Amt: $753.46
						Check Amount: $753.46
FIN	72202	7377		LIBERTY SEPTIC, INC		Check
			E	01 300 294 200 000 401 General Supplies		$400.00
PO#:		Voucher #:	102815	Invoice Invoice No: 455620	6/10/2026	Paid Amt: $400.00
						Check Amount: $400.00
FIN	72203	10213		NUTRIEN AG SOLUTIONS INC		Check
			E	01 005 810 000 000 401 General Supplies		$1,507.50
PO#:		Voucher #:	102818	Invoice Invoice No: 32832874	6/10/2026	Paid Amt: $1,507.50
						Check Amount: $1,507.50
FIN	72204	9994		QUADIENT FINANCE USA, INC		Check
			E	01 005 020 000 000 329 Postage & Express		$500.00
PO#:		Voucher #:	102817	Invoice Invoice No: 7900044080886389	6/10/2026	Paid Amt: $500.00
						Check Amount: $500.00

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
FIN	72205	01179		RATWIK ROSZAK & MALONEY PA		Check
			E	01 005 010 113 000 305 Consult & Serv.fees		$90.00
PO#:		Voucher #:	102816	Invoice Invoice No: 2924	6/10/2026	Paid Amt: $90.00
						Check Amount: $90.00
FIN	72206	10306		MCCORMICK'S GROUP LLC		Check
			E	01 300 258 233 000 401 General Supplies		$1,505.53
PO#:		Voucher #:	102819	Invoice Invoice No: 132804	6/11/2026	Paid Amt: $1,505.53
						Check Amount: $1,505.53
FIN	72207	6836		Midwest Alarm		Check
			E	02 005 770 000 707 530 Equipment Purchased		$61,607.87
PO#:		Voucher #:	102820	Invoice Invoice No: 443188	6/11/2026	Paid Amt: $61,607.87
			E	01 300 605 150 000 465 Non-Instructional Tech Devices		$7,395.92
PO#:		Voucher #:	102821	Invoice Invoice No: 445358	6/11/2026	Paid Amt: $7,395.92
						Check Amount: $69,003.79
FIN	72208	7830		MIDWEST SPECIAL INSTRUMENTS		Check
			E	01 103 720 000 000 350 Repair&maint Service		$474.00
PO#:		Voucher #:	102829	Invoice Invoice No: 2605404	6/11/2026	Paid Amt: $474.00
						Check Amount: $474.00
FIN	72209	03243		MN DEPT. OF HEALTH		Check
			E	02 005 770 000 701 899 Misc Other Expense		$50.00
PO#:		Voucher #:	102825	Invoice Invoice No: 1142521	6/11/2026	Paid Amt: $50.00
						Check Amount: $50.00
FIN	72211	00300		PIPESTONE PUBLISHING CO INC		Check
			E	01 300 211 172 000 305 Consult & Serv.fees MS/HS		$135.00
PO#:		Voucher #:	102827	Invoice Invoice No: 56639	6/11/2026	Paid Amt: $135.00
			E	01 005 010 000 000 305 Consult & Serv.fees		$390.10
PO#:		Voucher #:	102823	Invoice Invoice No: 06/11/2026	6/11/2026	Paid Amt: $390.10
			E	01 300 211 172 000 305 Consult & Serv.fees MS/HS		$467.50
PO#:		Voucher #:	102826	Invoice Invoice No: 56640	6/11/2026	Paid Amt: $467.50
						Check Amount: $992.60
FIN	72212	6925		PUSH PEDAL PULL		Check
			E	01 300 240 172 000 430 Instructional Supply		$704.99
PO#:		Voucher #:	102828	Invoice Invoice No: 424084	6/11/2026	Paid Amt: $704.99
						Check Amount: $704.99

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
FIN	72213	6743		TITAN MACHINERY		Check
			E 01 005 810 000 000 350	Repair&maint Service		$1,630.37
PO#:	Voucher #:	102824	Invoice	Invoice No: SO0356445-1	6/11/2026	Paid Amt: $1,630.37
						Check Amount: $1,630.37
FIN	72214	9074		A-OX WELDING SUPPLY INC		Check
			E 01 300 301 501 830 433	Individualized Mat.		$44.34
PO#:	Voucher #:	102838	Invoice	Invoice No: 0001543489	6/15/2026	Paid Amt: $44.34
			E 01 300 301 501 830 433	Individualized Mat.		$17.85
PO#:	Voucher #:	102839	Invoice	Invoice No: 0000351603	6/15/2026	Paid Amt: $17.85
						Check Amount: $62.19
FIN	72215	10583		CM2 SUPPLY		Check
			E 01 300 301 501 830 433	Individualized Mat.		$28.07
PO#:	Voucher #:	102841	Invoice	Invoice No: 0000500753	6/15/2026	Paid Amt: $28.07
						Check Amount: $28.07
FIN	72216	00096		EDGERTON CHRISTIAN ELEM		Check
			E 03 005 760 000 720 360	Transp Cntrt W/Publc Reg		$2,732.40
PO#:	Voucher #:	102840	Invoice	Invoice No: 06/15/2026	6/15/2026	Paid Amt: $2,732.40
						Check Amount: $2,732.40
FIN	72217	10221		GREAT AMERICAN FINANCIAL SERVICES CORPORATION		Check
			E 01 005 110 000 000 335	Short Term Rentals		$6,568.82
PO#:	Voucher #:	102831	Invoice	Invoice No: 42263864	6/15/2026	Paid Amt: $6,568.82
						Check Amount: $6,568.82
FIN	72218	01300		PIPESTONE CO. MEDICAL CENTER		Check
			E 01 103 420 000 740 394	to Non-Ed Agency		$3,642.71
PO#:	Voucher #:	102832	Invoice	Invoice No: CINV-023784	6/15/2026	Paid Amt: $3,642.71
						Check Amount: $3,642.71
FIN	72219	3697		SW/WC SERVICE COOPERATIVE		Check
			E 01 006 810 000 000 320	Communications/Phone, WIDE AREA NETWO		$584.76
			E 01 005 810 000 000 320	Communications/Phone, WIDE AREA NETWO		$3,437.31
			E 01 005 810 000 000 320	Communications/Phone, WIDE AREA NETWO		$9,045.60
PO#:	Voucher #:	102837	Invoice	Invoice No: 82150	6/15/2026	Paid Amt: $13,067.67
			E 01 005 605 000 000 316	Tech Services Purchased Coop, REMOTE BA		$12,026.24
PO#:	Voucher #:	102833	Invoice	Invoice No: 82060	6/15/2026	Paid Amt: $12,026.24
			E 01 005 605 150 000 316	Data Processing Svcs, EMAIL ARCHIVAL		$1,504.50
PO#:	Voucher #:	102836	Invoice	Invoice No: 82069	6/15/2026	Paid Amt: $1,504.50

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
FIN	72219	3697		SW/WC SERVICE COOPERATIVE		Check		
			E 01 300 211 000 000 394	to Non-Ed Agency, APRIL 2026 TUITION		$8,844.05		
PO#:	Voucher #:	102834	Invoice	Invoice No: 82016	6/15/2026	Paid Amt:	$8,844.05	
			E 01 005 605 150 000 316	Data Processing Svcs		$1,454.10		
PO#:	Voucher #:	102835	Invoice	Invoice No: 82072	6/15/2026	Paid Amt:	$1,454.10	
						Check Amount:		$36,896.56
FIN	72220	7865		MUSIC STREET		Check		
			E 01 300 258 233 000 350	Repair&maint Service		$90.00		
PO#:	Voucher #:	102861	Invoice	Invoice No: 225859191	6/15/2026	Paid Amt:	$90.00	
			E 01 300 258 233 000 350	Repair&maint Service		$75.00		
PO#:	Voucher #:	102862	Invoice	Invoice No: 225797182	6/15/2026	Paid Amt:	$75.00	
			E 01 300 258 233 000 350	Repair&maint Service		$15.00		
PO#:	Voucher #:	102863	Invoice	Invoice No: 225768648	6/15/2026	Paid Amt:	$15.00	
			E 01 300 258 233 000 350	Repair&maint Service		$12.00		
PO#:	Voucher #:	102864	Invoice	Invoice No: 225711442	6/15/2026	Paid Amt:	$12.00	
			E 01 300 258 233 000 350	Repair&maint Service		$36.00		
PO#:	Voucher #:	102865	Invoice	Invoice No: 225369807	6/15/2026	Paid Amt:	$36.00	
			E 01 300 258 233 000 350	Repair&maint Service		$15.00		
PO#:	Voucher #:	102866	Invoice	Invoice No: 225168555	6/15/2026	Paid Amt:	$15.00	
			E 01 300 258 233 000 350	Repair&maint Service		$100.00		
PO#:	Voucher #:	102867	Invoice	Invoice No: 224733655	6/15/2026	Paid Amt:	$100.00	
			E 01 300 258 233 000 430	Instructional Supply		$0.90		
PO#:	Voucher #:	102859	Invoice	Invoice No: 217034108	6/15/2026	Paid Amt:	$0.90	
			E 01 300 258 233 000 350	Repair&maint Service		$18.00		
PO#:	Voucher #:	102860	Invoice	Invoice No: 226285157	6/15/2026	Paid Amt:	$18.00	
						Check Amount:		$361.90
FIN	72221	5983		SIOUX VALLEY ENERGY		Check		
			E 01 300 810 184 000 330	Utilities - Electicity, MAY 2026		$93.00		
PO#:	Voucher #:	102868	Invoice	Invoice No: 7058684200	6/15/2026	Paid Amt:	$93.00	
			E 01 300 810 184 000 330	Utilities - Electicity		$23,343.00		
PO#:	Voucher #:	102869	Invoice	Invoice No: 7058684000	6/15/2026	Paid Amt:	$23,343.00	
						Check Amount:		$23,436.00
FIN	72222	6885		PIpestone Area School, HS Actv		Check		
			E 01 300 301 501 830 369	Entry Fees/Student Travel		$1,557.60		
PO#:	Voucher #:	102870	Invoice	Invoice No: 06/15/2026	6/15/2026	Paid Amt:	$1,557.60	
						Check Amount:		$1,557.60

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
FIN	72223	8138		BSN SPORTS, LLC		Check
			E	01 300 294 200 000 401 General Supplies		$2,050.00
PO#:		Voucher #:	102875	Invoice	Invoice No: 934243030 6/16/2026	Paid Amt: $2,050.00
						Check Amount: $2,050.00
FIN	72224	10153		FUN EXPRESS, LLC		Check
			E	01 103 203 000 313 430 27" Camp Name Tag Charm Necklace Foam		$31.95
			E	01 103 203 000 313 430 Shipping		$9.95
PO#: 19130		Voucher #:	102871	Invoice	Invoice No: 74243367001 6/16/2026	Paid Amt: $41.90
						Check Amount: $41.90
FIN	72225	8642		LAKEVIEW PUBLIC SCHOOLS		Check
			E	01 300 292 208 000 369 Entry Fees/Student Travel, TRACK		$100.00
PO#:		Voucher #:	102874	Invoice	Invoice No: 06/16/2026 6/16/2026	Paid Amt: $100.00
						Check Amount: $100.00
FIN	72226	6836		Midwest Alarm		Check
			E	01 005 810 000 000 350 Repair&maint Service		$120.00
PO#:		Voucher #:	102873	Invoice	Invoice No: 443794 6/16/2026	Paid Amt: $120.00
						Check Amount: $120.00
FIN	72227	9739		SCHUMACHER ELEVATOR COMPANY		Check
			E	01 005 810 000 000 350 Repair&maint Service		$1,007.01
PO#:		Voucher #:	102872	Invoice	Invoice No: 90685445 6/16/2026	Paid Amt: $1,007.01
						Check Amount: $1,007.01
FIN	72228	8925		BLUEPEAK		Check
			E	01 005 810 000 000 320 Communications/Phone		$1,382.55
PO#:		Voucher #:	102876	Invoice	Invoice No: 000459101 6/16/2026	Paid Amt: $1,382.55
						Check Amount: $1,382.55
FIN	72229	5949		CDW GOVERNMENT, INC.		Check
			E	01 005 605 150 000 455 NonInstructional Tech Supplies		$61.88
PO#:		Voucher #:	102882	Invoice	Invoice No: AJ4Y9G 6/22/2026	Paid Amt: $61.88
						Check Amount: $61.88
FIN	72230	9992		IT OUTLET		Check
			E	01 005 605 150 000 455 NonInstructional Tech Supplies		$461.00
PO#:		Voucher #:	102880	Invoice	Invoice No: 10008199 6/22/2026	Paid Amt: $461.00
						Check Amount: $461.00
FIN	72231	8402		LEGALSHIELD		Check
			B	01 215 037 LGL-ID		$251.30

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
FIN	**72231**	**8402**		**LEGALSHIELD**		**Check**
			B 01 215 039	LGL-IDONLY		$56.85
PO#:	**Voucher #:**	**102852**	Invoice	**Invoice No:** M2026120	**6/22/2026**	**Paid Amt:** **$308.15**
						Check Amount: **$308.15**
FIN	**72232**	**10379**		**PEMBERTON LAW, PLLP**		**Check**
			E 01 005 010 113 000 305	Consult & Serv.fees, MAY 2026		$6,009.80
PO#:	**Voucher #:**	**102877**	Invoice	**Invoice No:** 20246304.000	**6/22/2026**	**Paid Amt:** **$6,009.80**
						Check Amount: **$6,009.80**
FIN	**72233**	**10669**		**PRIXEL PRESS LLC**		**Check**
			E 04 005 505 419 321 430	Prixel DIY Rubber Stamp Kit		$125.10
			E 04 005 505 419 321 430	Prixel Press accessory		$22.50
PO#: 19134	**Voucher #:**	**102878**	Invoice	**Invoice No:** P6236	**6/22/2026**	**Paid Amt:** **$147.60**
						Check Amount: **$147.60**
FIN	**72234**	**3697**	**3697**	**SW/WC SERVICE COOPERATIVE**		**Check**
			E 01 300 211 000 000 394	to Non-Ed Agency, STARRS FINAL 1/4		$3,900.00
PO#:	**Voucher #:**	**102881**	Invoice	**Invoice No:** 82103	**6/22/2026**	**Paid Amt:** **$3,900.00**
						Check Amount: **$3,900.00**
FIN	**72235**	**6446**		**TRANE**		**Check**
			E 01 005 810 000 000 350	Repair&maint Service		$3,457.00
PO#:	**Voucher #:**	**102879**	Invoice	**Invoice No:** 990559986	**6/22/2026**	**Paid Amt:** **$3,457.00**
						Check Amount: **$3,457.00**
FIN	**72236**	**7716**		**VERIZON WIRELESS**		**Check**
			E 01 005 810 000 000 320	Communications/Phone		$939.92
PO#:	**Voucher #:**	**102883**	Invoice	**Invoice No:** 6145631949	**6/22/2026**	**Paid Amt:** **$939.92**
						Check Amount: **$939.92**
FIN	**72237**	**10676**		**CBE IGNITED, INC**		**Check**
			E 01 005 020 264 000 305	Consult & Serv.fees, STRATEGIC PLANNING		$27,500.00
PO#:	**Voucher #:**	**102884**	Invoice	**Invoice No:** 26-536	**6/23/2026**	**Paid Amt:** **$27,500.00**
						Check Amount: **$27,500.00**
FIN	**72238**	**10676**		**CBE IGNITED, INC**		**Check**
			E 01 005 020 264 000 305	Consult & Serv.fees, STRATEGIC PLANNING		$47,500.00
PO#:	**Voucher #:**	**102885**	Invoice	**Invoice No:** 26-502	**6/23/2026**	**Paid Amt:** **$47,500.00**
						Check Amount: **$47,500.00**

Check Number: 72182-72313 Payment Date: 6/1/2026-7/31/2026 Period: 202612-202701 Void Status: N

Bank	Check No	Code	Rcd	Vendor								Pmt/Void Date	Pmt Type		
FIN	72239	10561		KNOWLEDGEWORKS									Check		
			E	01	005	020	264	000	305	Consult & Serv.fees			$27,814.50		
PO#:		Voucher #:	102888	Invoice		Invoice No:	0520					6/23/2026		Paid Amt:	$27,814.50
														Check Amount:	$27,814.50
FIN	72240	10561		KNOWLEDGEWORKS									Check		
			E	01	005	020	264	000	305	Consult & Serv.fees			$100,000.00		
PO#:		Voucher #:	102887	Invoice		Invoice No:	0521					6/23/2026		Paid Amt:	$100,000.00
														Check Amount:	$100,000.00
FIN	72241	5249		VISA									Check		
			E	01	005	605	150	000	455	NonInstructional Tech Supplies			$34.60		
			E	01	005	605	150	000	455	NonInstructional Tech Supplies			$18.16		
			E	01	005	605	150	000	455	NonInstructional Tech Supplies			$8.00		
			E	01	005	605	150	000	455	NonInstructional Tech Supplies			$37.47		
			E	01	005	605	150	000	455	NonInstructional Tech Supplies			$92.00		
			E	01	005	605	150	000	455	NonInstructional Tech Supplies			$1,163.31		
			E	01	005	605	150	000	455	NonInstructional Tech Supplies			$192.74		
			E	01	005	810	000	000	320	Communications/Phone			$124.17		
			E	01	005	605	150	000	455	NonInstructional Tech Supplies			$16.02		
			E	01	005	605	150	000	455	NonInstructional Tech Supplies			$28.98		
			E	01	005	610	000	000	401	General Supplies			$16.00		
			E	01	005	850	150	000	555	Technology Equipment			$2,338.28		
			E	01	005	605	150	000	455	NonInstructional Tech Supplies			$7.99		
			E	01	005	605	150	000	455	NonInstructional Tech Supplies			$24.57		
			E	01	300	050	172	000	401	General Supplies			$105.70		
			E	01	005	605	150	000	455	NonInstructional Tech Supplies			$42.11		
			E	01	005	605	150	000	350	Repair&maint Service			$39.00		
PO#:		Voucher #:	102889	Invoice		Invoice No:	5512					6/23/2026		Paid Amt:	$4,289.10
														Check Amount:	$4,289.10
FIN	72242	5249		VISA									Check		
			E	04	005	249	000	321	366	Travel, DR ED			$62.58		
PO#:		Voucher #:	102890	Invoice		Invoice No:	9913					6/23/2026		Paid Amt:	$62.58
														Check Amount:	$62.58
FIN	72243	5249		VISA									Check		
			E	01	300	292	204	000	369	Entry Fees/Student Travel			$73.75		
			E	01	300	294	204	000	369	Entry Fees/Student Travel			$45.00		
			E	01	300	296	206	000	366	Travel			$32.14		
			E	01	300	296	204	000	369	Entry Fees/Student Travel			$49.56		

Pipestone Area Schools ISD #2689

Detail Payment Register By Check

Check Number: 72182-72313 Payment Date: 6/1/2026-7/31/2026 Period: 202612-202701 Void Status: N

Bank	Check No	Code	Rcd	Vendor							Pmt/Void Date	Pmt Type
FIN	**72243**	**5249**		**VISA**								**Check**
			E	01	300	296	206	000	369	Entry Fees/Student Travel	$56.74	
			E	01	300	294	207	000	369	Entry Fees/Student Travel	$73.38	
			E	01	300	296	204	000	369	Entry Fees/Student Travel	$52.50	
			E	01	300	301	501	830	369	Entry Fees/Student Travel	$107.83	
			E	01	300	301	501	830	369	Entry Fees/Student Travel	$34.45	
			E	01	300	292	208	000	369	Entry Fees/Student Travel	$28.51	
			E	01	300	296	204	000	369	Entry Fees/Student Travel	$96.49	
			E	01	005	640	173	316	366	Curriculum Staff Development	$93.88	
			E	01	103	203	171	000	369	Entry Fees/Student Travel	$20.81	
			E	01	005	640	173	316	366	Curriculum Staff Development	$23.02	
			E	01	300	292	208	000	369	Entry Fees/Student Travel	$36.45	
			E	01	300	292	208	000	369	Entry Fees/Student Travel	$50.28	
			E	01	005	294	201	000	369	Entry Fees/Student Travel	$19.20	
			E	01	300	296	206	000	366	Travel	$43.28	
			E	01	300	292	208	000	369	Entry Fees/Student Travel	$12.82	
			E	01	103	203	171	000	369	Entry Fees/Student Travel	$13.33	
			E	04	005	249	000	321	366	Travel	$61.20	
			E	01	300	294	207	000	369	Entry Fees/Student Travel	$88.46	
			E	01	300	301	501	830	369	Entry Fees/Student Travel	$85.00	
			E	01	300	301	501	830	369	Entry Fees/Student Travel	$32.30	

PO#: **Voucher #:** **102891** Invoice **Invoice No:** 9871 **6/24/2026** **Paid Amt:** **$1,230.38**

Check Amount: **$1,230.38**

Bank	Check No	Code	Rcd	Vendor							Pmt/Void Date	Pmt Type
FIN	**72244**	**5249**		**VISA**								**Check**
			E	01	300	292	204	000	369	Entry Fees/Student Travel	$62.00	
			E	01	005	640	173	316	366	Curriculum Staff Development	$12.90	
			E	01	005	640	173	316	366	Curriculum Staff Development	$196.53	
			E	01	005	640	173	316	366	Curriculum Staff Development	$16.45	
			E	01	005	640	173	316	366	Curriculum Staff Development	$11.63	
			E	01	005	640	173	316	366	Curriculum Staff Development	$14.38	
			E	01	103	203	171	000	369	Entry Fees/Student Travel	$840.00	
			E	01	300	292	208	000	369	Entry Fees/Student Travel	$9.98	
			E	01	300	292	208	000	369	Entry Fees/Student Travel	$8.00	
			E	01	300	292	208	000	369	Entry Fees/Student Travel	$127.78	
			E	01	300	292	208	000	369	Entry Fees/Student Travel	$127.78	
			E	01	300	292	208	000	369	Entry Fees/Student Travel	$81.16	
			E	01	300	292	208	000	369	Entry Fees/Student Travel	$64.86	

Check Number: 72182-72313 Payment Date: 6/1/2026-7/31/2026 Period: 202612-202701 Void Status: N

Bank	Check No	Code	Rcd	Vendor								Pmt/Void Date		Pmt Type
FIN	**72244**	**5249**		**VISA**										**Check**
			E	01	300	292	208	000	369	Entry Fees/Student Travel			$61.50	
			E	01	300	292	208	000	369	Entry Fees/Student Travel			$40.34	
			E	01	300	292	208	000	401	General Supplies			$13.88	
			E	01	300	292	208	000	401	General Supplies			$196.08	
			E	01	300	294	200	000	401	General Supplies			$260.18	
			E	01	300	292	208	000	401	General Supplies			$495.00	
			E	01	300	292	208	000	401	General Supplies			$236.98	
			E	01	300	294	200	000	401	General Supplies			$29.28	
			E	01	300	296	206	000	366	Travel			$10.43	
			E	01	300	292	000	000	366	Travel			$20.81	
			E	01	300	292	208	000	366	Travel			$35.78	
			E	01	300	292	208	000	366	Travel			$28.03	
			E	01	300	292	208	000	366	Travel			$19.94	
			E	01	300	292	208	000	366	Travel			$252.18	
			E	01	300	292	208	000	366	Travel			$0.98	
			E	01	300	292	208	000	366	Travel			$56.09	
			E	01	300	294	200	000	366	Travel			$19.67	
			E	01	300	294	200	000	366	Travel			$24.07	
			E	01	300	294	200	000	366	Travel			$10.14	
			E	01	300	294	200	000	366	Travel			$13.00	
			E	01	300	294	200	000	366	Travel			$54.90	
			E	04	005	580	000	325	369	Entry Fees/Student Travel			$450.00	
			E	01	103	216	000	401	401	General Supplies			$766.32	
			E	01	300	301	501	830	433	Individualized Mat.			$213.41	
			E	01	300	301	501	830	433	Individualized Mat.			$33.71	
			E	01	300	420	000	740	433	Individualized Mat.			$54.88	
			E	01	300	301	501	830	401	General Supplies			$8.50	
			E	01	300	258	233	000	369	Entry Fees/Student Travel			$970.00	
			E	01	300	296	206	000	366	Travel			$26.00	
			E	01	300	296	206	000	366	Travel			$50.62	
			E	01	005	640	173	316	366	Curriculum Staff Development			$160.00	
			E	01	300	260	172	000	406	Instructional Software License			$12.50	
			E	01	300	256	173	302	406	Instructional Software License			$13.50	
			E	01	005	810	000	000	401	General Supplies			$11.48	
			E	01	005	810	000	000	401	General Supplies			$1,650.00	
			E	01	005	810	000	000	401	General Supplies			$47.00	

Bank	Check No	Code	Rcd	Vendor								Pmt/Void Date	Pmt Type		
FIN	72244	5249		VISA									Check		
			E	01	005	810	000	000	401	General Supplies			$31.17		
			E	01	005	810	000	000	401	General Supplies			$26.99		
			E	01	005	640	173	316	401	General Supplies			$250.00		
			E	01	005	640	173	316	366	Curriculum Staff Development			$150.00		
			E	01	005	640	173	316	366	Curriculum Staff Development			$225.00		
			E	01	300	404	000	740	433	Individualized Mat.			$42.10		
			E	01	300	404	000	740	433	Individualized Mat.			$52.35		
			E	01	005	810	000	000	401	General Supplies			$280.75		
			E	01	005	640	173	316	366	Curriculum Staff Development			$30.00		
			E	01	005	810	000	000	401	General Supplies			$36.51		
			E	04	005	505	419	321	430	Instructional Supply Summer Stem 25			$37.77		
			E	01	005	020	264	000	401	General Supplies Closing Achievement			$597.40		
			E	01	005	020	264	000	401	General Supplies Closing Achievement			$2,080.87		
			E	01	207	220	172	000	460	Textbooks/Workbooks			$37.04		
PO#:		Voucher #:	102892	Invoice			Invoice No:	9897			6/24/2026		Paid Amt:	$11,798.58	
													Check Amount:		$11,798.58
FIN	72245	00226		CENTER SPORTS INC									Check		
			E	01	300	296	209	000	401	General Supplies			$1,260.00		
PO#:		Voucher #:	102896	Invoice			Invoice No:	AAD016141-AA01			6/25/2026		Paid Amt:	$1,260.00	
			E	01	300	296	201	000	401	General Supplies			$735.00		
			E	01	300	294	201	000	401	General Supplies			$735.00		
PO#:		Voucher #:	102894	Invoice			Invoice No:	AAD016095-AA01			6/25/2026		Paid Amt:	$1,470.00	
			E	01	300	294	200	000	401	General Supplies			$1,030.00		
PO#:		Voucher #:	102895	Invoice			Invoice No:	AAD016162-AA01			6/25/2026		Paid Amt:	$1,030.00	
													Check Amount:		$3,760.00
FIN	72246	6108		DARI KING EXPRESS									Check		
			E	01	103	203	000	313	369	Entry Fees/Student Travel			$30.00		
PO#:		Voucher #:	102897	Invoice			Invoice No:	06/26/2026			6/25/2026		Paid Amt:	$30.00	
													Check Amount:		$30.00
FIN	72247	01252		NCPERS Group Life Ins									Check		
			B	01	215	034				UNIT NUMBER: 203411			$32.00		
PO#:		Voucher #:	102900	Invoice			Invoice No:	M2026120			6/26/2026		Paid Amt:	$32.00	
													Check Amount:		$32.00
FIN	72248	7348		Madison National Life									Check		
			B	01	215	032				Employer Paid LIfe			$984.30		
			B	01	215	033				Supplemental Life			$123.23		

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
FIN	72248	7348		Madison National Life		Check
			B 01 215 031	LTD		$599.36
PO#:	Voucher #:	102901	Invoice	Invoice No: M2026120	6/26/2026	Paid Amt: $1,706.89
						Check Amount: $1,706.89
FIN	72249	8138		BSN SPORTS, LLC		Check
			E 01 300 296 201 000 401	General Supplies		$1,350.00
PO#:	Voucher #:	102907	Invoice	Invoice No: 15799831	6/29/2026	Paid Amt: $1,350.00
						Check Amount: $1,350.00
FIN	72250	6836		Midwest Alarm		Check
			E 01 300 605 150 000 465	Non-Instructional Tech Devices		$4,151.20
PO#:	Voucher #:	102905	Invoice	Invoice No: 445963	6/29/2026	Paid Amt: $4,151.20
						Check Amount: $4,151.20
FIN	72251	5969		RIDDELL ALL AMERICAN SPORTS CORP.		Check
			E 01 300 294 203 000 401	General Supplies, FB HELMETS		$7,203.95
PO#:	Voucher #:	102906	Invoice	Invoice No: 60564120	6/29/2026	Paid Amt: $7,203.95
						Check Amount: $7,203.95
FIN	72252	00276		XCEL ENERGY		Check
			E 01 005 810 184 000 330	Electricity - MAY 2026		$695.55
PO#:	Voucher #:	102908	Invoice	Invoice No: 51-6709448-8	6/29/2026	Paid Amt: $695.55
						Check Amount: $695.55
FIN	72253	5782		CENTERPOINT ENERGY		Check
			E 01 300 810 000 000 440	Fuel For Buildings MAY 2026		$3,764.46
PO#:	Voucher #:	102913	Invoice	Invoice No: 8000015159-9	6/26/2026	Paid Amt: $3,764.46
						Check Amount: $3,764.46
FIN	72254	00256		HILLYARD INC/ SIOUX FALLS		Check
			E 01 005 810 000 000 401	General Supplies		$240.50
PO#:	Voucher #:	102909	Invoice	Invoice No: 90184596	6/26/2026	Paid Amt: $240.50
			E 01 005 810 000 000 401	General Supplies		$489.90
PO#:	Voucher #:	102910	Invoice	Invoice No: 90187461	6/26/2026	Paid Amt: $489.90
						Check Amount: $730.40
FIN	72255	10677		JENNIFER PETERSEN		Check
			E 04 701 590 000 351 460	Textbooks/Workbooks		$123.56
PO#:	Voucher #:	102912	Invoice	Invoice No: 001516240	6/26/2026	Paid Amt: $123.56
						Check Amount: $123.56

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
FIN	72256	00425		SOJOS SPORTSWEAR		Check
			E 04 005 505 982 000 430	Baseball Community Education	$92.00	
PO#:	Voucher #:	102911	Invoice	Invoice No: 06/9/2026	6/26/2026	Paid Amt: $92.00
						Check Amount: $92.00
FIN	72257	3512		CHILDRENS CARE HOSP & SCHOOL		Check
			E 01 103 416 000 000 392	to Out-of-State Dist	$1,248.00	
			E 01 103 416 000 740 393	Sp Ed Contr Svcs Pup	$8,410.00	
			E 01 100 411 000 000 392	to Out-of-State Dist	$1,248.00	
			E 01 100 411 000 740 393	Sp Ed Contr Svcs Pup	$5,798.25	
PO#:	Voucher #:	102919	Invoice	Invoice No: 30000944	7/6/2026	Paid Amt: $16,704.25
						Check Amount: $16,704.25
FIN	72258	9564		GOPHERMODS, LLC		Check
			E 01 005 605 150 000 350	Repair&maint Service	$2,843.00	
PO#:	Voucher #:	102916	Invoice	Invoice No: 8629	7/6/2026	Paid Amt: $2,843.00
						Check Amount: $2,843.00
FIN	72259	9992		IT OUTLET		Check
			E 01 005 605 150 000 455	NonInstructional Tech Supplies	$452.50	
PO#:	Voucher #:	102917	Invoice	Invoice No: 10008483	7/6/2026	Paid Amt: $452.50
			E 01 005 605 150 000 455	NonInstructional Tech Supplies	$452.50	
PO#:	Voucher #:	102918	Invoice	Invoice No: 10008381	7/6/2026	Paid Amt: $452.50
						Check Amount: $905.00
FIN	72260	00224		LUDOLPH BUS INCORPORATED		Check
			E 01 103 203 000 313 369	Entry Fees/Student Travel	$123.50	
			E 01 103 203 000 313 369	Entry Fees/Student Travel	$127.20	
			E 01 103 203 000 313 369	Entry Fees/Student Travel	$63.25	
			E 01 300 292 177 733 360	Transp Cntrt W/Publc Trapshooting	$697.48	
			E 01 300 292 177 733 360	Transp Cntrt W/Publc Trapshooting	$201.25	
			E 01 103 203 000 313 369	Entry Fees/Student Travel	$95.00	
			E 01 300 258 233 733 360	Transp Cntrt W/Publc Band	$114.00	
			E 01 103 203 000 313 369	Entry Fees/Student Travel	$6,300.80	
			E 03 005 760 000 723 360	Transp Cntrt W/Publc Handicap	$7,777.60	
			E 03 005 760 000 723 360	Transp Cntrt W/Publc Handicap	$7,098.00	
PO#:	Voucher #:	102914	Invoice	Invoice No: 2133	7/6/2026	Paid Amt: $22,598.08
						Check Amount: $22,598.08

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
FIN	**72261**	**00224**		**LUDOLPH BUS INCORPORATED**		**Check**
			E	03 005 760 000 720 360 Transp Cntrt W/Publc Reg		$67,385.92
PO#:	**Voucher #:**	**102915**	Invoice	**Invoice No:** 2134	**7/6/2026**	**Paid Amt:** **$67,385.92**
						Check Amount: **$67,385.92**
FIN	**72262**	**9313**		**AERCOR INC.**		**Check**
			E	01 005 850 150 000 555 Technology Equipment		$157,677.72
PO#:	**Voucher #:**	**102922**	Invoice	**Invoice No:** 19620	**7/6/2026**	**Paid Amt:** **$157,677.72**
						Check Amount: **$157,677.72**
FIN	**72263**	**9313**		**AERCOR INC.**		**Check**
			E	01 005 605 150 000 465 3M STACKING CABLES		$774.30
PO#: 19128	**Voucher #:**	**102921**	Invoice	**Invoice No:** 19639	**7/6/2026**	**Paid Amt:** **$774.30**
						Check Amount: **$774.30**
FIN	**72264**	**10608**		**APPTEGY, INC**		**Check**
			E	01 005 020 000 000 505 Cap Noninstructional Tech Soft		$15,335.00
PO#:	**Voucher #:**	**102920**	Invoice	**Invoice No:** 38072	**7/6/2026**	**Paid Amt:** **$15,335.00**
						Check Amount: **$15,335.00**
FIN	**72266**	**6290**		**FOLLETT CONTENT SOLUTIONS**		**Check**
			E	01 300 620 591 000 405 HOSTED SERVICE RENEWAL		$2,646.93
			E	01 103 620 591 000 405 HOSTED SERVICE RENEWAL		$2,579.56
			E	01 005 110 000 000 405 HOSTED SERVICE RENEWAL		$220.00
PO#: 19122	**Voucher #:**	**102927**	Invoice	**Invoice No:** 1613026	**7/6/2026**	**Paid Amt:** **$5,446.49**
						Check Amount: **$5,446.49**
FIN	**72267**	**9354**		**FRONTLINE TECHNOLOGIES GROUP LLC**		**Check**
			E	01 005 110 000 000 405 Non Instructional Comp Softwar		$7,770.30
PO#:	**Voucher #:**	**102926**	Invoice	**Invoice No:** 239129	**7/6/2026**	**Paid Amt:** **$7,770.30**
						Check Amount: **$7,770.30**
FIN	**72268**	**9354**		**FRONTLINE TECHNOLOGIES GROUP LLC**		**Check**
			E	01 005 110 000 000 405 Non Instructional Comp Softwar		$8,999.33
PO#:	**Voucher #:**	**102924**	Invoice	**Invoice No:** 243001	**7/6/2026**	**Paid Amt:** **$8,999.33**
						Check Amount: **$8,999.33**
FIN	**72269**	**9354**		**FRONTLINE TECHNOLOGIES GROUP LLC**		**Check**
			E	01 005 110 000 000 405 Non Instructional Comp Softwar		$3,073.18
PO#:	**Voucher #:**	**102925**	Invoice	**Invoice No:** 237788	**7/6/2026**	**Paid Amt:** **$3,073.18**
						Check Amount: **$3,073.18**

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
FIN	**72270**	**6947**		**HORIZON SOFTWARE INTERNATIONAL**		**Check**
			E 02 005 770 000 701 405	SEE ATTACHED		$5,519.31
PO#: 19139	**Voucher #:**	**102928**	Invoice	**Invoice No:** 167724	**7/6/2026**	**Paid Amt: $5,519.31**
						Check Amount: $5,519.31
FIN	**72271**	**9992**		**IT OUTLET**		**Check**
			E 01 300 211 150 000 466	Instructional Technology Devic		$2,075.00
PO#:	**Voucher #:**	**102930**	Invoice	**Invoice No:** 10008496	**7/6/2026**	**Paid Amt: $2,075.00**
						Check Amount: $2,075.00
FIN	**72272**	**4244**		**ITC**		**Check**
			E 01 006 810 000 000 320	Communications/Phone, JULY2026		$40.15
PO#:	**Voucher #:**	**102929**	Invoice	**Invoice No:** 12249722	**7/6/2026**	**Paid Amt: $40.15**
						Check Amount: $40.15
FIN	**72273**	**6914**		**JUNIOR LIBRARY GUILD**		**Check**
			E 01 300 620 591 000 470	Library Books		$6,781.60
PO#:	**Voucher #:**	**102931**	Invoice	**Invoice No:** 748018	**7/6/2026**	**Paid Amt: $6,781.60**
						Check Amount: $6,781.60
FIN	**72274**	**7619**		**KOZLOWSKI INSURANCE AGENCY &**		**Check**
			E 01 005 940 000 000 340	Property Insurance		$420.00
PO#:	**Voucher #:**	**102932**	Invoice	**Invoice No:** 198472	**7/6/2026**	**Paid Amt: $420.00**
						Check Amount: $420.00
FIN	**72275**	**5949**		**CDW GOVERNMENT, INC.**		**Check**
			E 01 005 605 150 000 406	Instructional Software License		$10,112.02
PO#:	**Voucher #:**	**102923**	Invoice	**Invoice No:** AJ7SD5A	**7/6/2026**	**Paid Amt: $10,112.02**
						Check Amount: $10,112.02
FIN	**72276**	**6836**		**Midwest Alarm**		**Check**
			E 01 005 605 150 000 405	Non Instructional Comp Softwar		$12,153.96
PO#:	**Voucher #:**	**102933**	Invoice	**Invoice No:** 448030	**7/6/2026**	**Paid Amt: $12,153.96**
						Check Amount: $12,153.96
FIN	**72277**	**10409**		**FIRST DAKOTA INDEMNITY COMPANY**		**Check**
			B 01 215 042	Workman's Comp		$39,179.00
PO#:	**Voucher #:**	**102938**	Invoice	**Invoice No:** 3826706	**7/7/2026**	**Paid Amt: $39,179.00**
						Check Amount: $39,179.00
FIN	**72278**	**10120**		**JAMF SOFTWARE LLC**		**Check**
			E 01 103 201 150 000 406	Instructional Software License		$882.00
			E 01 103 201 150 000 406	Instructional Software License		$3,752.00
			E 01 207 203 150 000 406	Instructional Software License		$2,251.00

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
FIN	72278	10120		JAMF SOFTWARE LLC		Check
			E 01 300 211 150 000 406	Instructional Software License		$2,495.00
PO#:	Voucher #:	102934	Invoice	Invoice No: 90620524	7/7/2026	Paid Amt: $9,380.00
						Check Amount: $9,380.00
FIN	72279	7386		MREA		Check
			E 01 005 020 000 000 820	Dues & Membership		$2,311.00
PO#:	Voucher #:	102936	Invoice	Invoice No: 2627-5000-1691-01	7/7/2026	Paid Amt: $2,311.00
						Check Amount: $2,311.00
FIN	72280	00259		MSBA		Check
			E 01 005 010 000 000 405	Non Instructional Comp Softwar		$9,196.00
PO#:	Voucher #:	102935	Invoice	Invoice No: 15693-F0C8B6	7/7/2026	Paid Amt: $9,196.00
						Check Amount: $9,196.00
FIN	72281	7331		PROJECT LEAD THE WAY, INC.		Check
			E 01 300 361 173 830 433	Individualized Mat.		$3,200.00
PO#:	Voucher #:	102937	Invoice	Invoice No: 539118	7/7/2026	Paid Amt: $3,200.00
						Check Amount: $3,200.00
FIN	72282	9516		REGION I INFORMATION SERVICES		Check
			E 01 005 050 000 000 405	SEE ATTACHED SOFTWARE SUPPORT		$3,130.00
			E 01 005 640 173 316 305	SEE ATTACHED SOFTWARE SUPPORT		$2,385.00
PO#: 19124	Voucher #:	102939	Invoice	Invoice No: 07/07/2026	7/7/2026	Paid Amt: $5,515.00
						Check Amount: $5,515.00
FIN	72283	10543		SCHOOLINKS, INC		Check
			E 01 300 211 172 000 406	Instructional Software License		$5,150.00
PO#:	Voucher #:	102944	Invoice	Invoice No: 01904	7/7/2026	Paid Amt: $5,150.00
						Check Amount: $5,150.00
FIN	72284	10121		SD TEACHER PLACEMENT CENTER		Check
			E 01 005 020 000 000 820	Dues & Membership		$1,000.00
PO#:	Voucher #:	102942	Invoice	Invoice No: 07/07/2026	7/7/2026	Paid Amt: $1,000.00
						Check Amount: $1,000.00
FIN	72286	9900		SOCIALSCHOOL4EDU		Check
			E 01 005 020 000 000 505	Cap Noninstructional Tech Soft		$10,500.00
PO#:	Voucher #:	102943	Invoice	Invoice No: 14-4897	7/7/2026	Paid Amt: $10,500.00
						Check Amount: $10,500.00

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
FIN	**72287**	**10411**		**VITAMINK12, LLC**		**Check**
			E 01 005 020 000 000 820	Dues & Membership		$950.00
PO#:	**Voucher #:**	**102947**	Invoice	**Invoice No:** A272689-01	**7/7/2026**	**Paid Amt: $950.00**
						Check Amount: $950.00
FIN	**72288**	**9916**		**SHI INTERNATIONAL CORP.**		**Check**
			E 01 300 211 150 000 466	Instructional Technology Devic		$21,043.25
PO#:	**Voucher #:**	**102945**	Invoice	**Invoice No:** B21326408	**7/7/2026**	**Paid Amt: $21,043.25**
			B 01 131 000	SEE ATTACHED		$9,927.40
			E 01 005 605 150 000 405	SEE ATTACHED		$2,481.85
PO#: 19137	**Voucher #:**	**102946**	Invoice	**Invoice No:** B21374276	**7/7/2026**	**Paid Amt: $12,409.25**
			E 01 300 211 150 000 466	Instructional Technology Devic		$294.06
PO#:	**Voucher #:**	**102940**	Invoice	**Invoice No:** B21361756	**7/7/2026**	**Paid Amt: $294.06**
			E 01 300 211 150 000 466	Instructional Technology Devic		$98.02
PO#:	**Voucher #:**	**102941**	Invoice	**Invoice No:** B21345283	**7/7/2026**	**Paid Amt: $98.02**
						Check Amount: $33,844.58
FIN	**72289**	**10576**		**ACCESS RESOURCE**		**Check**
			E 01 300 405 000 740 393	Sp Ed Contr Svcs Pup, 5/26-5/29		$396.00
PO#:	**Voucher #:**	**102948**	Invoice	**Invoice No:** 20260339	**7/7/2026**	**Paid Amt: $396.00**
						Check Amount: $396.00
FIN	**72290**	**10024**		**Acellus Educational Services, LLC**		**Check**
			E 01 300 211 150 000 406	Instructional Software License		$2,212.00
PO#:	**Voucher #:**	**102952**	Invoice	**Invoice No:** 120252	**7/8/2026**	**Paid Amt: $2,212.00**
						Check Amount: $2,212.00
FIN	**72291**	**00063**		**CITY OF PIPESTONE**		**Check**
			E 01 005 810 183 000 330	Utilities		$68.85
			E 01 005 810 183 000 330	Utilities		$1,459.31
			E 01 005 810 183 000 330	Utilities		$494.24
			E 01 005 810 183 000 330	Utilities		$1,563.27
PO#:	**Voucher #:**	**102950**	Invoice	**Invoice No:** 07/07/2026	**7/8/2026**	**Paid Amt: $3,585.67**
						Check Amount: $3,585.67
FIN	**72292**	**5263**		**MIDWESTERN MECHANICAL INC.**		**Check**
			E 02 005 770 000 707 530	Equipment Purchased, COOLER REPLACEMI		$2,337.00
PO#:	**Voucher #:**	**102956**	Invoice	**Invoice No:** J012416	**7/8/2026**	**Paid Amt: $2,337.00**
						Check Amount: $2,337.00

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
FIN	72293	00865		MN DEPT. OF LABOR & INDUSTRY		Check
			E 01 005 865 000 347 305	Consult & Serv.fees, ELEVATOR INSPECTION		$580.00
PO#:	Voucher #:	102954	Invoice	Invoice No: ALR0191072X	7/8/2026	Paid Amt: $580.00
			E 01 005 810 000 000 350	Repair&maint Service		$150.00
PO#:	Voucher #:	102955	Invoice	Invoice No: ABR0376319X	7/8/2026	Paid Amt: $150.00
						Check Amount: $730.00
FIN	72294	3811		MN WEST-CANBY CAMPUS		Check
			E 01 300 211 000 000 394	to Non-Ed Agency		$429.50
PO#:	Voucher #:	102953	Invoice	Invoice No: 00281042	7/8/2026	Paid Amt: $429.50
						Check Amount: $429.50
FIN	72295	9994		QUADIENT FINANCE USA, INC		Check
			E 01 005 020 000 000 329	Postage & Express		$1,000.00
PO#:	Voucher #:	102957	Invoice	Invoice No: 7900044080886389	7/8/2026	Paid Amt: $1,000.00
						Check Amount: $1,000.00
FIN	72296	3697		SW/WC SERVICE COOPERATIVE		Check
			E 01 300 211 000 000 394	to Non-Ed Agency, MAY 2026		$8,813.20
PO#:	Voucher #:	102960	Invoice	Invoice No: 82189	7/8/2026	Paid Amt: $8,813.20
			E 01 005 605 000 000 316	Tech Services Purchased Coop		$10,051.16
			E 01 005 605 150 000 316	Data Processing Svcs		$792.95
PO#:	Voucher #:	102959	Invoice	Invoice No: 82282	7/8/2026	Paid Amt: $10,844.11
			E 01 300 321 000 830 394	to Non-Ed Agency		$3,875.00
PO#:	Voucher #:	102961	Invoice	Invoice No: 82261	7/8/2026	Paid Amt: $3,875.00
			E 01 005 605 000 000 316	Tech Services Purchased Coop		$10,051.16
			E 01 005 605 150 000 316	Data Processing Svcs		$792.95
PO#:	Voucher #:	102958	Invoice	Invoice No: 82246	7/8/2026	Paid Amt: $10,844.11
						Check Amount: $34,376.42
FIN	72297	6828		Van Dyke Sanitation, Inc		Check
			E 01 005 810 182 000 330	Garbage		$1,542.00
PO#:	Voucher #:	102951	Invoice	Invoice No: 4079	7/8/2026	Paid Amt: $1,542.00
						Check Amount: $1,542.00
FIN	72298	10678		CASSIDY GLENN CARSON		Check
			E 01 300 292 208 000 305	Consult & Serv.fees, TRACK 2026		$265.00
PO#:	Voucher #:	102962	Invoice	Invoice No: 07/08/2026	7/8/2026	Paid Amt: $265.00
						Check Amount: $265.00
FIN	72299	10232		AMAZON CAPITAL SERVICES		Check
			E 01 103 203 000 313 430	Instructional Supply		$223.86

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
FIN	72299	10232		AMAZON CAPITAL SERVICES		Check
			E	04 005 505 419 321 430 Instructional Supply Summer Stem 25		$458.20
			E	01 300 292 000 000 401 General Supplies		$41.78
			E	01 207 220 172 000 460 Textbooks/Workbooks		$66.88
			E	01 103 640 173 316 401 General Supplies		$88.97
			E	01 103 620 591 000 470 Library Books		$1,497.98
PO#:		Voucher #:	102963	Invoice	Invoice No: 1967-LYRW-PKX6 7/9/2026	Paid Amt: $2,377.67
						Check Amount: $2,377.67
FIN	72300	9074		A-OX WELDING SUPPLY INC		Check
			E	01 300 301 501 830 433 Individualized Mat.		$18.18
PO#:		Voucher #:	102966	Invoice	Invoice No: 0000353774 7/9/2026	Paid Amt: $18.18
						Check Amount: $18.18
FIN	72302	00063		CITY OF PIPESTONE		Check
			E	04 005 585 000 362 394 to Non-Ed Agency, 2026 YOUTH SERVICE		$7,443.00
PO#:		Voucher #:	102965	Invoice	Invoice No: 07/08/2026 7/9/2026	Paid Amt: $7,443.00
						Check Amount: $7,443.00
FIN	72303	00063		CITY OF PIPESTONE		Check
			E	04 005 585 000 332 394 to Non-Ed Agency, 2026 AFTER SCHOOL PR(		$13,769.55
PO#:		Voucher #:	102964	Invoice	Invoice No: 07/08/2026 7/9/2026	Paid Amt: $13,769.55
						Check Amount: $13,769.55
FIN	72304	10199		TROY RYAN HEIDEBRINK		Check
			E	01 005 810 000 000 305 Consult & Serv.fees, JUNE 2026		$970.00
PO#:		Voucher #:	102967	Invoice	Invoice No: 42 7/9/2026	Paid Amt: $970.00
						Check Amount: $970.00
FIN	72305	9704		DAHL MOTORS, LLC		Check
			E	01 005 810 000 000 350 Repair&maint Service		$1,538.16
PO#:		Voucher #:	102968	Invoice	Invoice No: 13749385 7/10/2026	Paid Amt: $1,538.16
						Check Amount: $1,538.16
FIN	72306	7882		C & B OPERATIONS LLC		Check
			E	01 005 810 000 000 350 Repair&maint Service		$1,827.35
PO#:		Voucher #:	102969	Invoice	Invoice No: 13749385 7/10/2026	Paid Amt: $1,827.35
						Check Amount: $1,827.35
FIN	72307	10423		EMC INSURANCE COMPANIES		Check
			E	01 005 940 000 000 340 Property Insurance, 2027 PROPERTY INSUR/		$159,794.30
PO#:		Voucher #:	102970	Invoice	Invoice No: 7003388992 7/10/2026	Paid Amt: $159,794.30
						Check Amount: $159,794.30

Pipestone Area Schools ISD #2689

Detail Payment Register By Check

Check Number: 72182-72313 Payment Date: 6/1/2026-7/31/2026 Period: 202612-202701 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
FIN	72308	10583		CM2 SUPPLY		Check
			E 01 300 301 501 830 401	General Supplies		$27.35
PO#:		Voucher #:	102972 Invoice	Invoice No: 0000513966	7/14/2026	Paid Amt: $27.35
						Check Amount: $27.35
FIN	72309	10682		INDEPENDENT SCHOOL DISTRICT NO 846		Check
			E 01 300 405 000 740 393	Sp Ed Contr Svcs Pup		$7,076.98
PO#:		Voucher #:	102971 Invoice	Invoice No: 1549	7/14/2026	Paid Amt: $7,076.98
						Check Amount: $7,076.98
FIN	72310	7865		MUSIC STREET		Check
			E 01 300 258 233 000 350	Repair&maint Service		$100.00
PO#:		Voucher #:	102975 Invoice	Invoice No: 224694280	7/14/2026	Paid Amt: $100.00
			E 01 300 258 233 000 350	Repair&maint Service		$66.00
PO#:		Voucher #:	102976 Invoice	Invoice No: 224675883	7/14/2026	Paid Amt: $66.00
			E 01 300 258 233 000 350	Repair&maint Service		$100.00
PO#:		Voucher #:	102974 Invoice	Invoice No: 224705505	7/14/2026	Paid Amt: $100.00
			E 01 300 258 233 000 350	Repair&maint Service		$12.00
PO#:		Voucher #:	102973 Invoice	Invoice No: 228444486	7/14/2026	Paid Amt: $12.00
						Check Amount: $278.00
FIN	72311	00300		PIPESTONE PUBLISHING CO INC		Check
			E 01 005 010 000 000 305	Consult & Serv.fees, JUNE 2026		$1,441.70
PO#:		Voucher #:	102977 Invoice	Invoice No: 07/14/2026	7/14/2026	Paid Amt: $1,441.70
						Check Amount: $1,441.70
FIN	72312	10024		Acellus Educational Services, LLC		Check
			E 01 300 211 150 000 406	Instructional Software License, SUMMER SCH		$4,108.00
PO#:		Voucher #:	102980 Invoice	Invoice No: 07/14/2026	7/14/2026	Paid Amt: $4,108.00
						Check Amount: $4,108.00
FIN	72313	10533		BLACK HAWK ROOF CO. INC		Check
			E 06 005 870 000 000 520	Build Acq/Construct ROOF		$552,149.50
PO#:		Voucher #:	102979 Invoice	Invoice No: 07/14/2026	7/14/2026	Paid Amt: $552,149.50
						Check Amount: $552,149.50
						Report Total: $1,709,655.58

Pipestone Area Schools ISD #2689

Detail Payment Register By Check

Check Number: 52731-60000 Payment Date: 6/1/2026-7/31/2026 Period: 202612-202701 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
HS	**52731**	**3537**		**WORTHINGTON HIGH SCHOOL**		**Check**
			E 21 005 298 946 301 401	Volleyball, SUMMER CAMP		$100.00
PO#:	**Voucher #:**	**102830**	Invoice	**Invoice No:** 06/15/2026	**6/15/2026**	**Paid Amt:** **$100.00**
						Check Amount: **$100.00**
HS	**52732**	**5249**		**VISA**		**Check**
			E 21 005 298 930 301 401	HS Student Council		$71.39
			E 21 005 298 930 301 401	HS Student Council		$292.59
			E 21 005 298 930 301 401	HS Student Council		$48.99
			E 21 005 298 928 301 401	Golf Club		$37.53
			E 21 005 298 913 301 401	Baseball		$127.86
			E 21 005 298 928 301 401	Golf Club		$26.59
			E 21 005 298 914 301 401	Boys Basketball		$34.99
			E 21 005 298 922 301 401	FFA		$300.00
			E 21 005 298 922 301 401	FFA		$315.00
			E 21 005 298 922 301 401	FFA		$17.76
			E 21 005 298 922 301 401	FFA		$85.50
			E 21 005 298 922 301 401	FFA		$100.00
			E 21 005 298 922 301 401	FFA		$100.04
			E 21 005 298 922 301 401	FFA		$41.47
			E 21 005 298 922 301 401	FFA		$38.19
			E 21 005 298 922 301 401	FFA		$240.91
PO#:	**Voucher #:**	**102893**	Invoice	**Invoice No:** 0671	**6/25/2026**	**Paid Amt:** **$1,878.81**
						Check Amount: **$1,878.81**
HS	**52733**	**10476**		**MN FFA ASSOCIATION**		**Check**
			E 21 005 298 922 301 401	FFA		$2,136.00
PO#:	**Voucher #:**	**102982**	Invoice	**Invoice No:** 8382	**7/14/2026**	**Paid Amt:** **$2,136.00**
						Check Amount: **$2,136.00**
HS	**52734**	**10683**		**WORLD'S FINEST CHOCLATE INC**		**Check**
			E 21 005 298 922 301 401	FFA		$840.00
PO#:	**Voucher #:**	**102981**	Invoice	**Invoice No:** 783874	**7/14/2026**	**Paid Amt:** **$840.00**
						Check Amount: **$840.00**
						Report Total: **$4,954.81**

PIPESTONE AREA SCHOOLS

District No. 2689

Dr. Klint W. Willert
Superintendent

Sonja Ortman
MS/HS Principal

Jennifer Moravetz
Elementary Principal

Lisa Pease
Coordinator of Curriculum, Teaching, and Learning

Jacque Kennedy
Business Manager

Rick Zollner
Activities Director

Len Burzynski
Maintenance Director

Kim Tuin
Food Service Director

Superintendent School Board Report – July 22, 2026

It is already approaching the end of July. We have worked to prepare for the start of the new school year and look forward to all the activity and buzz that will start at the school when we turn the calendar to August. As we start to close out July and look to August, here are a few items of note for the board.

1. Roofing Project – The bulk of the project is finished now. There is still a final punch list type items as well as sheet metal work that needs to be complete. I am enclosing the latest report from Tremco for the board and community. I appreciate the work by Blackhawk Roofing. About 30 months ago, we had to make an important decision – either move forward with the improvement projects within the building and add a turf field or replace and update the roof. At the conclusion of this project, I am glad we made the decision we did. We have essentially addressed a need that will last over 20 years and will protect the taxpayer investments in the facilities for years to come.

2. Registration time – We are asking parents to register students. This year, we are implementing an online registration process to better serve our community. If there are questions about the process or needs for support, we would ask that parents to contact the offices at the schools. The secretarial staff are prepared to help.

3. Attendance Goal – This year we are doubling down on our attendance focus. Since we did not meet our attendance goal with the Achievement and Integration (A and I) plan, we were required to have a specific action plan for improved attendance. The administrative team has decided to use a few different tactics. We will have attendance boards that will show class by class the attendance rates. We hope a little friendly competition will encourage attendance. Furthermore, given our need to meet attendance goals, we were able to include some attendance incentives into the A and I grant. We are looking at drawings for student prizes for perfect attendance, as well as incentives for class attendance rates. We will work through this process throughout the year and really emphasize attendance in announcements, parent meetings, and district-wide communications.

4. I have met with the principals and we will be focused on school improvement plans again this year. Last year was the first year the district has completed a school improvement plan process. I envision we will follow a similar process of embracing an academic and a non-academic goal. These goals will be aligned to our district Portrait of a Graduate.

1401 7th St. SW
Pipestone, MN 56164

Main Line:
507-562-6100

Main Fax:
507-825-6729

www.pas.k12.mn.us

5. Portrait of a Graduate – One year ago, we released the first draft of the Portrait of a Graduate. Throughout the year last year, we focused on building some awareness and considering how we can better align the work in the district to the five attributes which are Collaborator, Communicator, Community Contributor, Strategic Thinker, and Performance Minded. Then, in June, a team of staff members worked collectively on creating rubrics and competencies related to the 5 attributes. This year we are emphasizing throughout the year of the 5 attributes. We are also planning to do more training with staff and continuing to seek site visit opportunities to learn how student-centered approaches can better engage students and support improved attendance, behavior, and academic achievement. Here is an article that helps shed light on the positive impacts of student-centered approaches. Why Student-Centered Learning is Key to Success - Graduate Programs for Educators

6. County Fair – It is that time of year again! The great Pipestone County Get Together! I am looking forward to the upcoming fair and seeing all of the work of our students beyond the classroom. Our FFA Chapter will also be involved again this year. See you at the Fair – and don't forget the burgers and cheese curds!

7. Negotiations and Pay Periods – During the negotiations session (both the teachers and the educational support professionals groups) the idea of moving to two pay periods per month was discussed. There seems to be some growing interest in moving this direction. The teacher association is going to meet in late August to discuss this. If the teacher association is agreeable to move this direction, we would look to formalize this through a formal Memorandum of Understanding with all of the bargaining groups. This might occur later in the fall/early winter for implement as early as January 1. Time will tell, but I wanted to be sure the board was aware of this ongoing conversation from the negotiations sessions.

8. Operating Referendum – There was a work session presentation earlier this year on the district operating referendum. As you may recall, the current 10-year referendum is set to expire next fiscal year. The board shared that there was an interest in presenting a replacement referendum to the voters yet this election season. Therefore, there will be discuss and potential action at this board meeting on a new referendum amount to present to the voters at the general election in November.

9. Website – The new and improved website is now active. We will continue to make improvements to the site throughout the year. The new site meets the American Disability Act access requirements that we are required to meet. The site should help improve communications and engagement with stakeholders, parents, and students.

10. School Board Elections – It is filing season for school board. The district will have three seats that are up for consideration. The seats are currently held by Daphne Likness, Brad Carson, and Mark Hiniker. The timeline to file is from July 14, 2026 until July 28, 2026 at 5 p.m.

11. Pipestone County Emergency Plan – The school district has been asked to be part of the five-year Pipestone County Hazard and Mitigation Plan. I was involved in a webinar for this and there will be some additional meetings for the plan update. As appropriate, I will share updates on the plan development in the future as part of the planning effort is to inform constituents.

12. Grant Application – We have submitted a grant for an outdoor classroom/educational space. Conceptually, we want to find ways to maximize our district campus location. We have some great opportunities with the pond, the grass areas, and a large open space. As we look to maximize the space and consider what is possible, I have asked the vocational agriculture teachers to consider some ideas and how those might be incorporated as educational opportunities into some of the course offerings in the middle school and high school.

13. Book Studies on Student Centered Learning – We will be offering book studies for staff this year. We are giving staff different options to choose a book of interest. Lisa and I are working with the University of Sioux Falls as well to offer staff a graduate credit for the book study opportunity and work.

14. Single Use Bathroom Grant – The Minnesota Department of Education provided a grant opportunity for school districts to either build or remodel single use unisex bathroom spaces. Given the bathroom by the theater has not been remodeled or updated for a number of years. Therefore, I have submitted a grant application to MDE for funding to upgrade and remodel the space. I will let the board know once I learn if we have submitted a successful grant application.

As of now, that is all I have to update. As always, if there are questions or concerns, feel free to contact me at the District Office.

Pipestone High School Roof Replacement

ROOF PROGRESS REPORT THROUGH *07-13-2026*

Contact:	Keri Hacker (507) 273-2689 khacker@tremcoinc.com
Inspector:	Thomas Fritz Jr (507) 606-2861 tfritzjr2128@gmail.com
Project Manager:	Mike Kerker (319)-277-9355 mike@blackhawkroof.com
Contractor:	Black Hawk Roof Company
Foreman: (Translator)	Angel Palofox (817)-441-3919

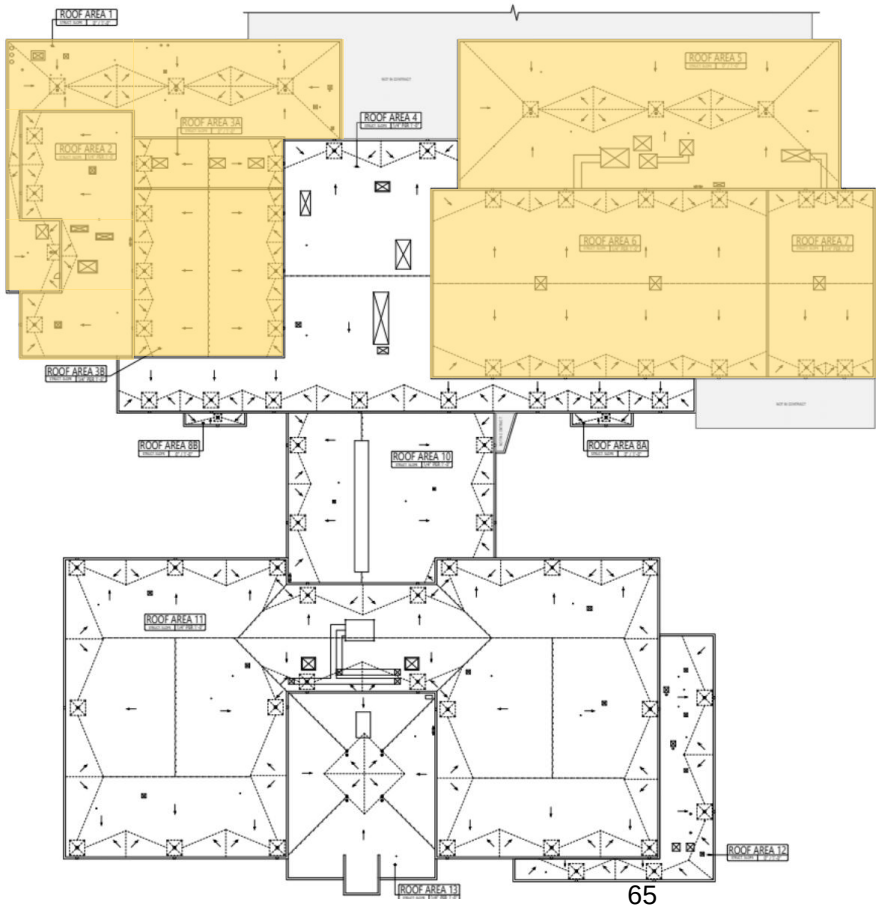
Areas of Work: Roof Area 6 & 7

- 45 mil KEE fleece-backed membrane adhered in membrane adhesive (Roof Area 6 & 7)
- ¼" prime coverboard adhered in low-rise adhesive over insulation (Roof Area 6 & 7)
- 1-½" isocyanurate insulation board mechanically attached over existing insulation board (Roof Area 6 & 7)
- **Notes:**
- Sheet metal crew to install scuppers drains after completion of roofing membrane

Issues and Corrections:

- Identified and replaced 124 square feet of wet insulation (Roof Area 5, 6, & 7)
- Roof area #5 unit removal caused leakage around wrestling room ceiling.
- Stone mason to fix leak found on the wall of roof area 12

Project Maps:



Roof Area 100% Completed

Roof Area primarily completed

Roof Area started

ROOF PROGRESS REPORT THROUGH *07-13-2026*

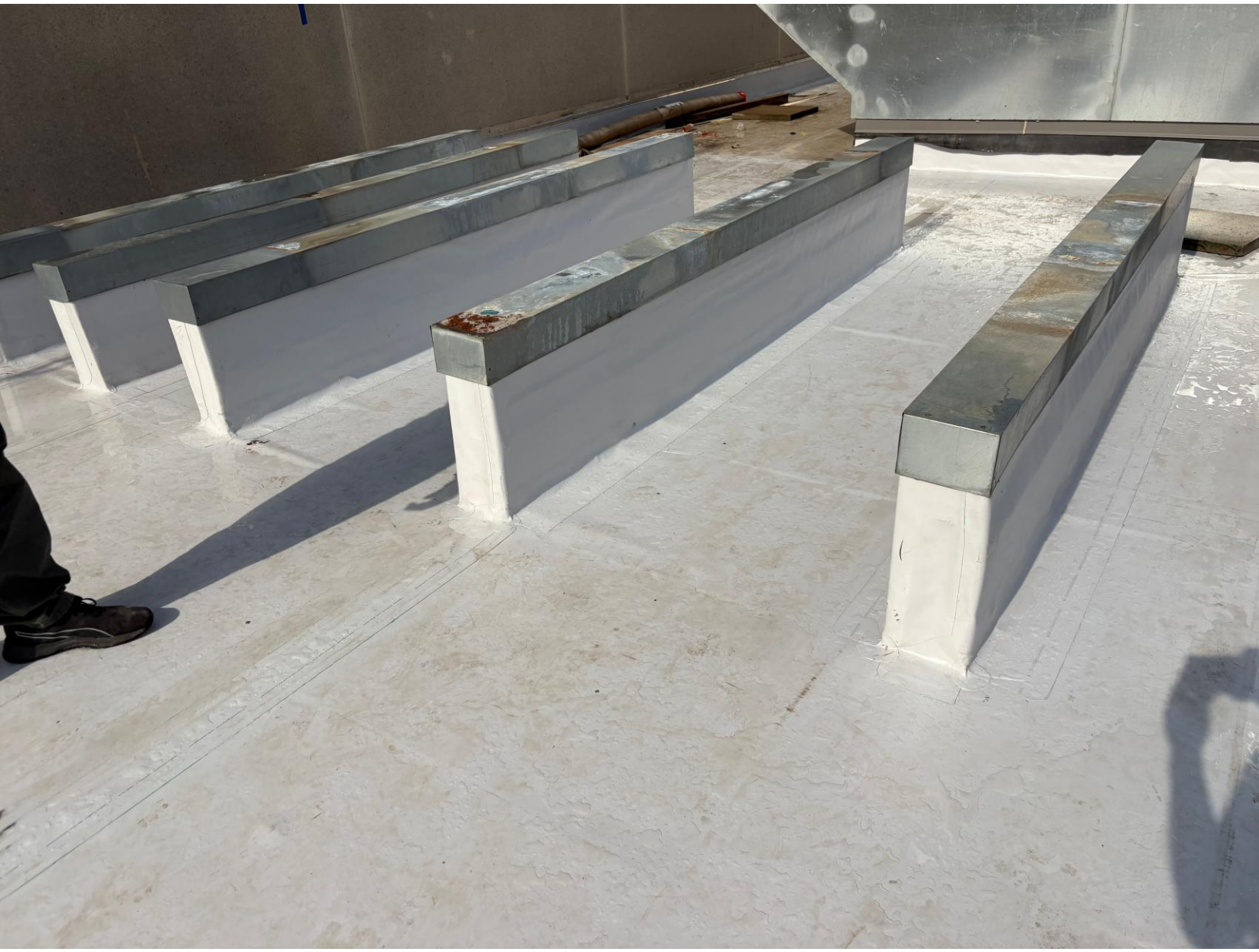
ROOFING SCHEDULE		
ROOF AREA	**STATUS**	**SCHEDULE**
#1	90% COMPLETE	WEEK OF 6/22
#2	90% COMPLETE	WEEK OF 6/22
#3A	90% COMPLETE	WEEK OF 6/15
#3B	90% COMPLETE	WEEK OF 6/15
#5	90% COMPLETE	WEEK OF 7/06
#6	90% COMPLETE	WEEK OF 7/06
#7	90% COMPLETE	WEEK OF 7/13

ROOF PROGRESS REPORT THROUGH 07-13-2026



60 Mil KEE fleece-backed membrane adhered
in membrane adhesive on Roof Area #6

ROOF PROGRESS REPORT THROUGH 07-13-2026



Membrane insulation at roof area #5
has been completed around roof curbs,
mechanically fastened with cap nails.

ROOF PROGRESS REPORT THROUGH 07-13-2026



Roof area #5 unit removal caused
leakage around wrestling room ceiling.

ROOF PROGRESS REPORT THROUGH 07-13-2026



Low-rising adhesive applied prior to dens
prime board setting on roof area #6

ROOF PROGRESS REPORT THROUGH 07-13-2026



45 Mil KEE fleece-backed membrane
seams water-tight on Roof Area #6

ROOF PROGRESS REPORT THROUGH 07-13-2026



45 Mil KEE fleece-backed membrane
seams water-tight on Roof Area #7

ROOF PROGRESS REPORT THROUGH 07-13-2026



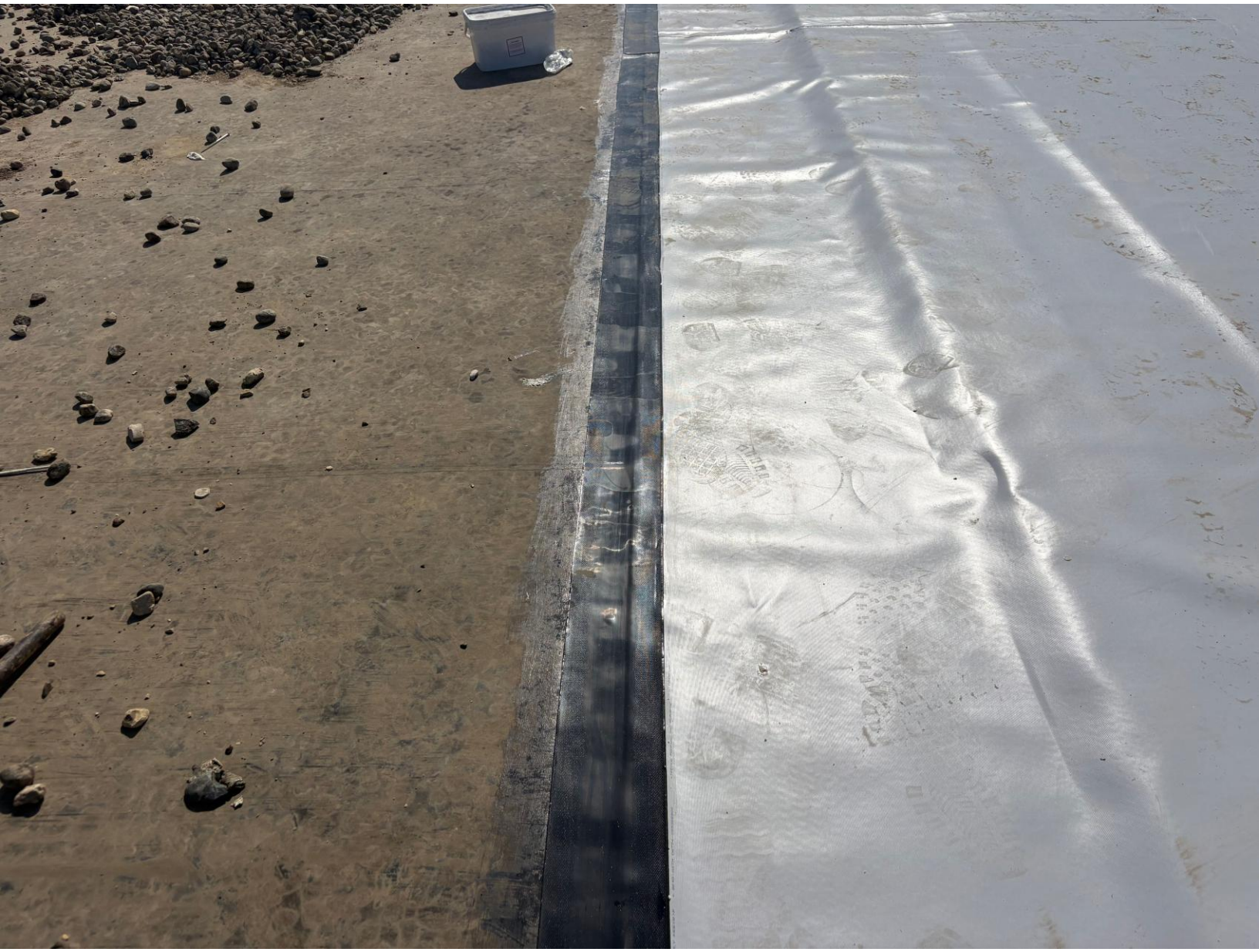
45 Mil KEE fleece-backed membrane adhered in membrane adhesive on Roof Area #6

ROOF PROGRESS REPORT THROUGH 07-13-2026



Drain and Sump Detail: KEE membrane is sealed to ensure watertight connection around drain on Roof Area #6

ROOF PROGRESS REPORT THROUGH 07-13-2026



Tied off 45 Mil KEE fleece-backed membrane adhered in membrane adhesive to existing roof membrane on Roof Area #6

ROOF PROGRESS REPORT THROUGH 07-13-2026



¼” prime coverboard adhered in low-rise adhesive over insulation coverboard on Roof Area #6

ROOF PROGRESS REPORT THROUGH 07-13-2026



Unit removal: Tied off open roof area
prior to storm on roof area #5

ROOF PROGRESS REPORT THROUGH 07-13-2026



1-1/2” Isocyanurate insulation board mechanically attached over existing insulation with fast adhesive for ISO coverboard on Roof Area #6

TREMCO™
Roofing and Building Maintenance

Pipestone High School Roof Replacement

ROOF PROGRESS REPORT THROUGH 07-13-2026



26 square feet of wet insulation found
on Roof Area # 6

ROOF PROGRESS REPORT THROUGH 07-13-2026



Daily weld test

ROOF PROGRESS REPORT THROUGH 07-13-2026



45 Mil KEE fleece-backed membrane adhered in membrane adhesive on Roof Area #6

ROOF PROGRESS REPORT THROUGH 07-13-2026



1-1/2” Isocyanurate insulation board mechanically attached over existing insulation with fast adhesive for ISO coverboard on Roof Area #7

ROOF PROGRESS REPORT THROUGH 07-13-2026



Lawn temporarily raked. Sheet metal crew to utilize lawn to transport material roof

ROOF PROGRESS REPORT THROUGH 07-13-2026



Concrete pads placed around perimeter of unit
to capture condensate on roof area #6

ROOF PROGRESS REPORT THROUGH 07-13-2026



1-1/2” Isocyanurate insulation board mechanically attached over existing insulation with fast adhesive for ISO coverboard on Roof Area #7

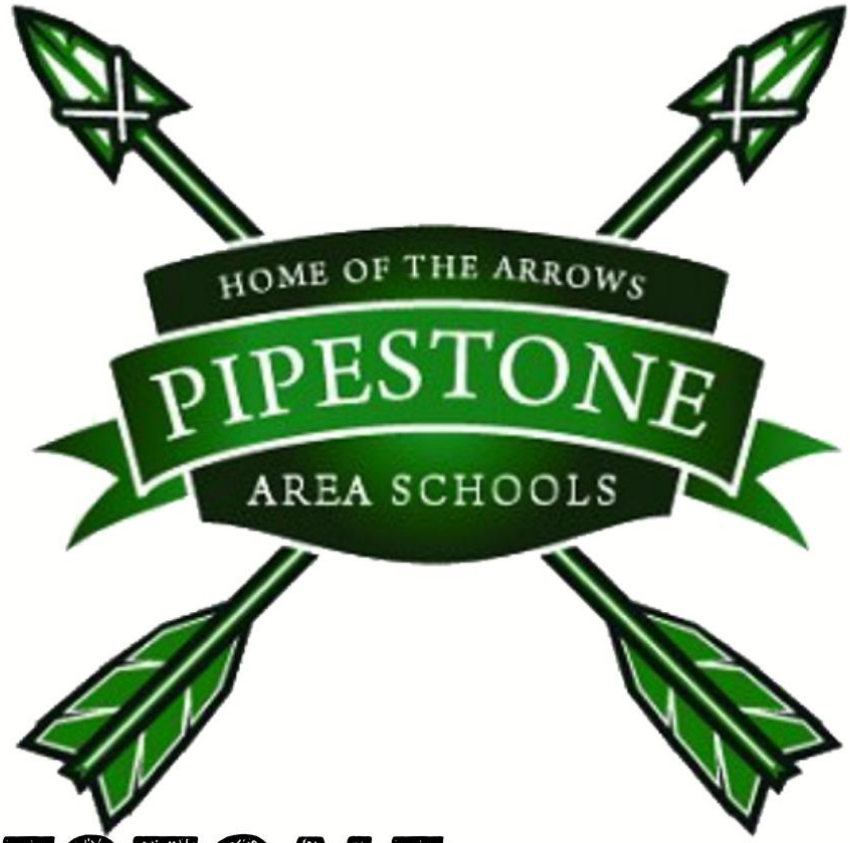


Flashing detail water-tight to curb with termination far fastening the membrane on roof area #5

ROOF PROGRESS REPORT THROUGH 07-13-2026



45 Mil KEE fleece-backed membrane adhered in membrane adhesive on Roof Area #7



PIPESTONE ARROWS

Pipestone Area Schools | Independent School District #2689

MS/HS Student Handbook

2026-2027

Table of Contents

PART I - INFORMATION	1
Arrival and Dismissal Hours	1
Calendar	1
Complaints	1
E-Learning Day Plan	1
Eighteen-Year-Old-Students	1
Employee Directory	1
Employment Background Checks	1
Equal Access to School Facilities	1
Fees	2
Food in the Classrooms	2
Fundraising	2
Gifts to Employees	2
Graduation Ceremony	2
Interviews of Students by Outside Agencies	2
Lead in Water Annual Notification	2
Library and Media Center	3
Lunch	3
Malicious and Sadistic Conduct	3
Messages to Students	3
Nondiscrimination	3
Notice of Violent Behavior by Students	4
Parent and Teacher Conferences	4
Pledge of Allegiance	4
Schedule	4
School Activities	4
School Closing Procedures	5
Searches	5
Lockers and Personal Possessions Within a Locker	5
Desks	5
Personal Possessions and Student's Person	5
Patrols and Inspections	5
Search of Interior of a Student's Motor Vehicle	5
Student Publications and Materials	6
Distribution of Nonschool-Sponsored Materials on School Premises	6
School Sponsored Student Media	6
Student Records	7
Student Surveys	7
Transportation of Public-School Students	7
Video and Audio Recording	7
School Buses	7
Places Other than Buses	7
PART II - ACADEMICS	8
Alternative Educational Opportunities	8
Cheating and Plagiarism	8
Class Rank/Academic Standing	8
Early Graduation	8
Extended School Year Opportunities	8
Field Trips	8
Grades	8
Graduation Requirements	8
Course Credits Required	9
Minnesota Academic Standards	10
School District Required and Elective Standards	10
Homework	10
Promotion and Retention	10

Postsecondary Enrollment Options	10
Summer School	11
Parent Right to Know	11
PART III – RULES AND DISCIPLINE	12
Attendance	12
Bullying Prohibition	12
Buses – Conduct on School Buses and Consequences for Misbehavior	12
Cell Phones and Other Electronic Communication Devices	13
Discipline	14
Dress and Appearance	14
Drug -Free School and Workplace	14
Harassment and Violence Prohibition	14
Hazing Prohibition	15
Internet Acceptable Use	15
Parking on School District Property	15
Students	15
Visitors	16
Tobacco-Free Schools; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices	16
Truancy – Pipestone County Truancy Policy	16
Vandalism	17
Weapons Prohibition	17
PART IV – HEALTH AND SAFETY	18
Accidents	18
Crisis Management	18
Emergency Contact Information	18
Health Information	18
First Aid	18
Communicable Diseases	18
Health Services	19
Immunizations	19
Medications at School During the School Day	19
Pesticide Application Notice	19
Safety	20
Suicide Prevention Information	20
Visitors in District Buildings	20
APPENDIXES	
1. School District Policy Cross Reference Table	21
2. Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees	22
3. Student Records	26
4. Student Surveys	30
5. Student Discipline	32
6. Student Attendance	51
7. Bullying Prohibition	57
8. Student Dress and Appearance	65
9. Drug-Free Workplace/Drug-Free School	68
10. Harassment and Violence	73
11. Hazing Prohibition	81
12. Tobacco-Free Schools; Possession and Use of Tobacco, Tobacco Related Devices, and Electronic Delivery Devices	85
13. School Meals Policy	88
14. Parent/Guardian Refusal for Student Participation in Statewide Assessments	91

NOTICE OF COPYRIGHT

This Model Student Handbook is protected by copyright. The Minnesota School Boards Association (MSBA) wants school districts to make the best use of this Model Student Handbook but must also protect its copyright. With these goals in mind, MSBA authorizes the copying and use of its materials in the following contexts:

1. School districts that have purchased this Model Student Handbook may use, copy, download, and incorporate any portion of these materials in the development of their own handbooks.

2. Distribution of any portion of these materials to other school districts, entities, or persons who have not purchased the Model Student Handbook is strictly prohibited.

3. Student handbooks are public documents in the hands of a school district and must be made available for inspection to members of the public upon request. Copying and use of these materials by the public, however, is subject to the copyright laws and these materials cannot be reproduced or used, except as outlined above, without permission from MSBA.

If you wish to copy and use this Model Student Handbook in ways not authorized above, you must obtain permission from MSBA. Please call MSBA at 507-934-2450 or 800-324-4459 for more information. Failure to receive such permission is a violation of our copyright.

All authorized copies must reflect MSBA's notice of copyright.

Introduction

Dear Parents and Guardians,

Welcome to a new school year at Pipestone Area Middle and High School!

As I begin my ~~second~~ third year as principal, I am filled with pride and excitement for the opportunities ahead. Last year was a year of learning, growth, and relationship-building, and I'm grateful for the warm welcome I received from this incredible community. It has been an honor to serve our students, staff, and families, and I look forward to continuing that work with even more momentum this year.

At Pipestone Area Schools, our mission is to create a safe, supportive, and engaging learning environment where every student is empowered to reach their full potential. We are committed to academic excellence, personal growth, and strong partnerships between home and school. We know that student success is built on collaboration, and we deeply value the role you play in your child's education.

As we look ahead, we remain focused on maintaining high expectations for both behavior and academics while also supporting students' well-being and sense of belonging. We have an outstanding team of educators who are passionate about helping students grow—not just as learners, but as young adults who are ready to make a difference in the world.

I encourage you to stay connected through our school website and our school app. Open communication is essential, and we welcome your questions, ideas, and feedback throughout the year.

Thank you for entrusting us with your child's education. Together, we will make this school year one of success, growth, and positive memories.

With gratitude,

Mrs. Sonja Ortman

Principal, Pipestone Area Middle & High School

Pipestone Area School District is located in Pipestone, MN. Heartland Colony is located on North Highway 75. Pipestone Area School District serves the communities of Hatfield, Holland, Ihlen, Jasper, Pipestone, Trosky and Woodstock. The district is located in Pipestone, Murray and Rock Counties and is 416.7 land square miles. We are proud of the comprehensive educational program we offer our community.

PART I – INFORMATION

Arrival and Dismissal Hours

School building hours are from 8:15 a.m. to 3:15 p.m. Students are expected to leave school grounds promptly at the end of the school day, unless they are participating in a school-sponsored activity or program. The school does not provide supervision after dismissal. This applies to any/all early releases as well.

Calendar

The school calendar is adopted annually by the school board. A copy of the school calendar can be found on the school district's website.

Complaints

Students, parents/guardians, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the building level where appropriate. The appropriate administrator will respond in writing to the complaining party regarding the school district's response to the complaint.

E-Learning Day Plan

The state of Minnesota allows up to five e-learning days per year. While e-learning certainly does not replace face-to-face instruction, Pipestone Area School District believes that it can be a valuable alternative for students when inclement weather prevents us from being in the building. Teachers communicate the plan for potential e-learning to students throughout the year. Students may have assignments located on Google Classroom, they may be asked to attend Zoom meetings, or they may be asked to watch previously recorded lectures/video. Students must "check in" in order to be counted present for e-learning.

Eighteen-Year-Old Students

The age of majority for most purposes in Minnesota is 18 years of age. All students, regardless of age, are governed by the rules for students provided in school district policy and this handbook.

Employee Directory

The staff directory can be found on the school district website.

Employment Background Checks

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Equal Access to School Facilities

The school district has created a limited open forum for secondary students to conduct non-curriculum-related meetings during noninstructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These limited open forum meetings will be voluntary and student initiated; will not be sponsored by school employees or agents; employees or agents of the school will be present at religious meetings only in a non-participatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and non-school persons will not

direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the school district.

Fees

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, pens, paper, erasers, notebooks, and other personal items.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. Students are responsible for the care of all district issued technology devices checked out to them. Fees for technology repairs and replacements are outlined below:

Item/Repair	**Estimated Cost**
Full Device Replacement	$350 - $450
Screen Replacement	$200 Touch Screen/$70 Non-Touch Screen
Keyboard Replacement	$59
Charger Replacement	$35 - $50
Screen Bezel	$25
Plastic Casing / Frame Damage	$25 Top Cover/$25 Bottom Cover
Palm Rest	$25
Lost or Stolen Device (not recovered)	Full Replacement Cost

The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact school administration.

Food in the Classrooms

Students may bring water bottles to school. Other food or drink items are prohibited in the classroom setting, unless authorized by the building principal. ~~The classroom teacher reserves the right to allow occasional snacks or treats.~~

Fundraising

All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by the Activities Director. Participation in nonapproved fundraising activities is a violation of school district policy. Solicitations of students or employees by students for non-school-related activities will not be allowed during the school day.

Gifts to Employees

Employees are not allowed to solicit, accept, or receive a gift from a student, parent, or other individual or organization of greater than nominal value. Parents/guardians and students are encouraged to write letters and notes of appreciation or to give small tokens of gratitude.

Graduation Ceremony

Student participation in the graduation ceremony is a privilege, not a right. Students who have completed the requirements for graduation are allowed to participate in graduation exercises, unless participation is denied for appropriate reasons, which may include discipline. Graduation exercises are under the control and direction of the building principal.

Interviews of Students by Outside Agencies

Students may not be interviewed during the school day by persons other than a student's parents/guardians or school district officials, employees, and/or agents, except as provided by law and/or school policy.

Library and Media Center

Students may use the library/media center during the school day and before and after school only when a supervisor is present.

Malicious and Sadistic Conduct

Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as **described below is prohibited**:

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:

1. on the school premises, at the school functions or activities, on the school transportation;

2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or

3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

Meals

Meals are to be eaten in the commons only. Breakfast is served before school until 8:15 AM. Lunch times vary by grade level. Students will be notified of their assigned lunch time on the first day of school. See the "Student Meals" policy *(appendix 13)* for more information.

Students may receive a lunch at school or bring a prepared lunch from home. Meals delivered to students from outside the school, including fast food and restaurant meals, must be consumed in the school office, or designated area. Students may not take delivered meals to the cafeteria, classrooms, or other areas of the school.

Milk will be available to supplement lunches brought from home. Please see the school website under Food Service for more specific information.

Messages to Students

~~Office telephones are not for students' personal use. Students will not be called out of class to receive phone messages except in the event of an emergency. Personal cell phone use during the instructional day is prohibited.~~

Office telephones are not available for routine student use. Students who need to contact a parent or guardian during the school day must receive permission from a teacher or administrator before using the office phone. Parents/guardians who need to communicate with a student during the school day should contact the school office. Students will not be called out of class to receive phone messages except in the event of an emergency. Personal cell phone use during the instructional day is prohibited in accordance with the district's bell-to-bell cell phone policy.

Nondiscrimination

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability (or fail to ensure physical and program access for disabled persons), sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated Rick Zollner, Athletic Director, 1401 7th St SW, Pipestone, MN 56164, 507-562-6084 as the district's Title IX Coordinator and Dr. Klint Willert, Superintendent, 1401 7th St SW, Pipestone, MN 56164, 507-562-6070 as the Americans with Disabilities Act (ADA) coordinator.

Notice of Violent Behavior by Students

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Parent and Teacher Conferences

Parent and teacher conferences will be held November 13 from 1-7:30 pm. For more information, contact the building principal.

Pledge of Allegiance

Students will recite the Pledge of Allegiance to the flag of the United States of America every day. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

Schedule

Period	Time
1	8:15 – 9:08
2	9:11 – 10:04
3	10:07 – 11:00
4 for HS MS to lunch	11:03 – 11:56 Middle School lunch 11:03 – 11:33
4 for MS HS to lunch	11:36 – 12:29 High School lunch 11:59 – 12:29
5	12:32 – 1:25
6	1:28 – 2:20
7	2:23 – 3:15

School Activities

The school district provides opportunities for students to pursue special interests that contribute to their physical, mental, and emotional health. Formal instruction is the school district's priority.

Students who participate in school-sponsored activities are expected to represent responsibly the school and community. All rules pertaining to student conduct and student discipline apply to school activities.

All spectators at school-sponsored activities are expected to behave appropriately. Students and employees may be subject to discipline. Parents/guardians and other spectators may be subject to sanctions for inappropriate, illegal, or unsportsmanlike behavior at these activities or events.

The Pipestone Area School District is a member of the Minnesota State High School League (MSHSL). Students who participate in MSHSL activities must abide by the MSHSL rules. The district will enforce all MSHSL rules during the school year and in the summer as applicable.

Employees who conduct MSHSL activities will cover applicable rules, penalties, and opportunities with students and parents/guardians prior to the start of an activity. For more information about the MSHSL rules and student eligibility requirements, contact Mr. Rick Zollner, Activities Director.

There is no cost for student participation in activities. Students may not practice until all required documentation is submitted, which ~~may~~ includes proof of a physical~~. Any exceptions must be approved by the administration.~~ All PAS students in grades K-12 receive a free activity pass.

School Closing Procedures

School may be cancelled when the superintendent believes severe weather or other circumstances threaten the safety of students and employees. The superintendent will decide as early in the day as possible about closing school or school buildings. School closing announcements will be broadcast over KLOH, KISD, and KJOE Radio; the school website and Facebook page; ~~school messenger~~, ~~school app~~, school messaging system and Keloland TV.

Searches

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches, and those may include K-9 searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in desks, lockers, or vehicles parked on school property. "Contraband" means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, when appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district's "Student Discipline" policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

Lockers and Personal Possessions Within a Locker

Under Minnesota law, school lockers are school district property. At no time does the school district relinquish its exclusive control of lockers provided for students' convenience. School officials may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant.

Students' personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

Desks

School desks are school district property. At no time does the school district relinquish its exclusive control of desks provided for students' convenience. ~~School officials may inspect the interior of desks for any reason at any time, without notice, without student consent, and without a search warrant.~~ We do not have interior in the MS/HS

Personal Possessions and Student's Person

The personal possessions of a student and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

Patrols and Inspections of Vehicles on Campus

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Search of the Interior of a Student's Motor Vehicle

The interior of a student's motor vehicle, including the glove and trunk compartments, in a school district location may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to loss of parking privileges and to discipline if the student refuses to open a locked motor vehicle or its compartments under the student's control upon a school official's request.

Student Publications and Materials

The school district's policy is to protect students' free speech rights while, at the same time, preserving the district's obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building principal and/or sponsor. Non-school-sponsored publications may not be distributed without prior approval.

Distribution of Non-School-Sponsored Materials on School Premises

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing non-school-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner. For detailed information, see the complete "Distribution of Non-School-Sponsored Materials on School Premises by Students and Employees" policy (*Appendix 2*).

School-Sponsored Media

School district Policy 512 sets forth the rights and responsibilities of student journalists. Student media advisers shall supervise student journalists to ensure compliance with the law and school district policies. Students producing school-sponsored media and participating in school activities will be under the supervision of a student media adviser and the school principal. Expression in school-sponsored media or school-sponsored activity is prohibited when the material:

1. is obscene to minors;
2. is defamatory;
3. is profane, harassing, threatening, or intimidating;
4. constitutes an unwarranted invasion of privacy;
5. violates federal or state law;
6. causes a material and substantial disruption of school activities;

7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;

8. advertises or promotes any product or service not permitted for minors by law;

9. advocates sexual, racial, or religious harassment or violence or prejudice; or

10. is distributed or displayed in violation of time, place, and manner regulations.

Expression in school-sponsored media or school-sponsored activity is subject to school district editorial control over the style and content when the school district's actions are reasonably related to legitimate pedagogical concerns. School-sponsored media may be distributed at reasonable times and locations.

Student Records

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an "eligible" student is one who is 18 or older or who is enrolled in an institution of post-secondary education. For more information on the rights of parents/guardians and eligible students regarding student records, see "Student Records" (*Appendix 3*). A complete copy of the school district's "Protection and Privacy of Pupil Records" policy may be viewed online, or in the MS/HS office.

Student Surveys

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection, and use of information for marketing purposes, and certain physical examinations, see "Student Surveys" (*Appendix 4*).). A complete copy of the school district's "Student Surveys" policy may be viewed online, or in the MS/HS office.

Transportation of Public-School Students

The school district will provide transportation, at the expense of the school district, for all resident students. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break, except in certain circumstances. The school district will not provide transportation for students whose transportation privileges have been revoked by school administration or have been voluntarily surrendered by the students' parent or guardian.

Extracurricular/Cocurricular Transportation

The school district provides transportation for students traveling to and from most school-sponsored extracurricular/cocurricular activities. Students are expected to ride school-provided transportation to and from these events unless prior written arrangements have been approved by the coach, advisor, and/or school administration in accordance with district procedures.

Video and Audio Recording

School Buses

All school buses used by the school district may be equipped for the placement and operation of a video camera. The school district will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The school district may use a video recording of the actions of student passengers as evidence in any disciplinary action arising from the students' misconduct on the bus.

Places Other Than Buses

The school district buildings and grounds are equipped with video cameras. Video surveillance may occur in any school district building or on any school district property.

PART II — ACADEMICS

Alternative Educational Opportunities

Some students may be at risk of not continuing or completing their educational programs. The school district provides alternative learning options for students at risk of not succeeding in school. Alternative educational opportunities may include special tutoring, modified curriculum and instruction, instruction through electronic media, special education services, homebound instruction, and enrollment in an alternative learning center, among others.

Area Learning Center Enrollment

A Learning Center (ALC) is designed to serve students whose educational needs are best met in an alternative learning environment. It is not a school of choice or an alternative to the traditional high school based solely on personal preference, scheduling convenience, or a desire for a different educational setting.

In accordance with Minnesota Statutes, section 124D.68, students must meet one or more state-established eligibility criteria to enroll in the ALC. Eligibility is determined through a review of the student's educational needs, academic progress, and other applicable factors.

Placement decisions are made collaboratively by school staff, the student, and the student's parent or guardian (when applicable) to determine whether the Area Learning Center is the most appropriate educational setting for the student's success.

Students and parents/guardians with questions about these programs should contact the principal, Mrs. Sonja Ortman.

Alternative Learning Center Graduation and Commencement Participation

PAS students enrolled in an Alternative Learning Center (ALC) who successfully complete all state and local graduation requirements shall be awarded a PAS high school diploma in accordance with Minnesota law and District requirements. Pursuant to Minnesota Statutes §123A.06, Subdivision 4, students completing an approved Area Learning Center program are entitled to receive a high school diploma. The diploma may be issued in accordance with applicable Minnesota law and District procedures.

The educational mission and programming of the Alternative Learning Center is unique. The ALC conducts a separate ALC graduation recognition ceremony to honor students who complete the ALC program. The Pipestone Area Schools will recognize the ALC ceremony as the official recognition event for graduating ALC students.

Participation in the regular commencement or graduation ceremony is a ceremonial activity and is not a condition of receiving a diploma. Participation in the PAS commencement ceremony is subject to District rules, administrative procedures, safety considerations, and eligibility requirements established by the district. Students do not possess an automatic right to participate in a commencement ceremony outside of the program from which they are graduating. Therefore, as a general rule, students graduating through the Alternative Learning Center will participate in the Alternative Learning Center graduation ceremony and will not participate in the traditional PAS high school commencement ceremony.

Exception Process

The high school principal may approve an exception to this requirement when extraordinary or extenuating circumstances exist. Requests for an exception must:

1. Be submitted in writing no later than 60 calendar days prior to the scheduled graduation date to the high school principal by the student or parent/guardian;
2. Explain the specific circumstances supporting the request;

3. Be submitted no later than the first day of the last quarter of the school year unless waived by the district for good cause; and
4. Include any supporting documentation the district may reasonably request.

Following the request for an exception, the request shall be reviewed by a team consisting of the superintendent, the high school principal, the high school counselor, the senior class advisor(s), and the dean of students. The district will notify the individual making the request in writing if the exception has been approved or denied by the team no later than 30 calendar days prior to the graduation ceremony.

The decision shall be final.

Nothing in this policy shall be interpreted to limit rights provided under state or federal law, including Minnesota Statutes governing graduation requirements and commencement ceremonies. Students participating in any District graduation ceremony shall comply with all District expectations regarding conduct, attire, and ceremonial procedures, including protections afforded under Minnesota Statutes §124D.792 regarding Tribal regalia and objects of cultural significance.

Cheating and Plagiarism

Cheating and plagiarism are prohibited. Students who cheat or commit plagiarism on any test or assignment will be given a failing grade for that test or assignment and will be disciplined in accordance with the school district's "Student Discipline" policy (*Appendix 5*).

Class Rank/Academic Standing

Pipestone Area Schools identifies a Valedictorian and Salutatorian for graduation. In addition, the "laude Latin model" will be used to recognize academic excellence.

Summa Cum Laude- 4.0 GPA
Magna Cum Laude- 3.75-3.99 GPA
Cum Laude- 3.5-3.74 GPA

Early Graduation

Students may be considered for early graduation after meeting the conditions provided in school district policy.

Extended School Year Opportunities

The school district provides extended school year opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact your child's case manager.

Field Trips

~~Field trips may be offered to supplement student learning in which students voluntarily participate and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation.~~

Field Trips

Field trips are provided to enhance and supplement classroom learning. Students may voluntarily participate in optional field trips for which a fee may be charged, as permitted by law. Students will not

be required to pay for instructional field trips that occur during the school day, are directly related to the course of study, and require student participation.

Participation in field trips is a privilege. Students are expected to meet behavioral and academic expectations and follow all school rules. The principal or designee may determine that a student is not eligible to participate in a field trip due to behavior, disciplinary concerns, safety considerations, attendance, or other school-related reasons. The principal's decision regarding field trip participation is final.

Non-School Sponsored Educational Travel

From time to time, students and families may be invited to participate in educational or cultural travel opportunities that are organized by independent travel organizations or other third-party providers. These trips are not sponsored, endorsed, or operated by the School District, unless specifically approved by the School Board as a district-sponsored activity.

Participation in these travel opportunities is strictly voluntary. Any agreements, payments, deposits, cancellations, refunds, travel insurance, itinerary changes, or other travel-related matters are solely between the participant and the travel provider.

The School District assumes no responsibility or liability for:

- The planning, organization, supervision, or operation of the trip;
- Transportation, lodging, meals, or travel arrangements;
- Changes to itineraries, cancellations, delays, or interruptions;
- Injuries, illnesses, accidents, property loss or damage, or any other claims arising from participation in the trip; or
- Financial losses, including deposits, payments, cancellation fees, or refunds.

District employees who choose to participate in or assist with these travel opportunities do so only in the capacity authorized by the travel provider and not as representatives of the School District unless otherwise approved by the School Board.

Participation in a non-school sponsored travel program does not constitute participation in a School District activity and is not governed by School District policies applicable to school-sponsored field trips, extracurricular activities, or student travel.

Grades

Students' grades will be reported consistently during the year. Parents and students may access current grades and missing assignments on StudentVue or ParentVue portals. Report cards may be printed, or they are fully available online.

Graduation Requirements

Students must meet all course credit requirements and graduation standards, as established by the state and the school board, in order to graduate from Pipestone Area School District. All students must also pass the state-identified proficiency tests, Minnesota comprehensive assessments, alternate assessments, and/or other applicable tests. Parents may opt out of the statewide assessments for their student(s) by completing the form in *Appendix 14* and returning it to the school district office.

Course Credits Required

To receive a diploma, students must successfully complete at least 21.5 credits and comply with the following high school level course requirements:

High School Level Courses Required for Graduation		
Subject Area	**Credits**	**Explanation**
Language Arts	4	Must be sufficient to satisfy all academic standards in the English language arts.
Mathematics	3	Must be sufficient to satisfy all of the academic standards in mathematics
Science	3	Must include one (1) credit to satisfy all the earth and space science standards for grades 9 through 12, one (1) credit to satisfy all the life science standards for grades 9 through 12, and one (1) credit to satisfy all the chemistry or physics standards for grades 9 through 12
Social Studies	3½	Must encompass at least United States history, geography, government and citizenship in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies
Arts	1	Must be sufficient to satisfy all of the academic standards in the arts
Physical Education	"Credit"	Must be sufficient to satisfy the state standards in physical education
Health	"Credits"	credits sufficient to satisfy the state standards in health ~~upon adoption of statewide rules for implementing health standards under Minnesota Statutes, section 120B.021~~
Elective Courses	7 (minimum)	

Graduation Requirements (mn.gov)

Minnesota Academic Standards

All students must satisfactorily complete the following required Minnesota Academic Standards:

Minnesota Academic Standards, English Language Arts K-12

Minnesota Academic Standards, Mathematics K-12
Minnesota Academic Standards, Science K-12
Minnesota Academic Standards, Social Studies K-12
Minnesota Academic Standards, Physical Education K-12
Minnesota Academic Standards, Health
Minnesota Academic Standards or Local Standards, Arts K-12

School District Required and Elective Standards

All students must satisfactorily complete the following school district required and elective standards:

- ~~Health (K-12);~~
- School District Standards, Career and Technical Education (K-12); and
- School District Standards, World Languages (K-12).

Students with an individualized education program, Section 504 accommodation plan, or limited English proficiency needs may be eligible for testing accommodations, modifications, and/or exemption. For additional information, see the High School Principal.

Homework

Homework assignments are made by the teachers. The amount of homework varies by teacher and subject area. The school district asks parents/guardians to encourage their child(ren) to complete homework thoroughly and promptly.

Promotion and Retention

All students are expected to achieve an acceptable level of proficiency. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year. Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. The superintendent's decision will be final. The district has a variety of services to help students succeed in school. For more information, contact the High School Principal.

Postsecondary Enrollment Options

~~Students in grades 11 and 12 may apply to enroll in Postsecondary Enrollment Options (PSEO) and other advanced enrichment programs. Up-to-date information about the PSEO program will be published on the district's website and in materials that are distributed to parents and students by the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year.~~

~~Qualifying credits granted to a student through a PSEO course or program that meets or exceeds a graduation standard or requirement will be counted toward the graduation and credit requirements of the state academic standards. Interested students must fill out an application form and submit it to the Ellen Dulas, High School Counselor by October 30 or May 30 to indicate the pupil's intent to enroll in postsecondary courses during the following academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30. The application form must be signed by the student and his/her parent or guardian~~.

Postsecondary Enrollment Options (PSEO) is a program that allows 10th, 11th, and 12th-grade students to earn both high school and college credit while still in high school, through enrollment in and successful completion of college nonsectarian courses at any eligible postsecondary institution in Minnesota. Most

PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online. Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09. To assist the district in planning, students must inform the district by **May 30** (for fall term enrollment) or **October 30** (for spring term enrollment) of their intent to enroll in postsecondary courses.

Student Eligibility - Eleventh and 12th-grade students may take PSEO courses on a full or part-time basis. Each participating college or university sets its own admissions requirements for enrollment into the PSEO courses.

Tenth-grade students are eligible to enroll in **one** Career and Technical Education (CTE) course if they receive a reading proficiency score of "meets" or "exceeds" on the 8th grade MCA. If a 10th-grade student did not take the MCA in 8th grade, another reading assessment accepted by the enrolling postsecondary institution can be substituted. For students with disabilities, there is an alternative option to demonstrate reading proficiency. A 10th-grade student who enrolls in one CTE course and earns at least a grade C in the first term of enrollment, may take additional postsecondary courses in the subsequent term, not limited to CTE. Access the list of postsecondary institutions offering approved CTE courses to 10th grade students.

Students wishing to take a PSEO course should contact Ellen Dulas, High School Counselor.

Summer School

~~The school district may provide summer school learning opportunities. Students who did not pass one or two semesters of a core content class are eligible for attendance at summer school. Parents are encouraged to support their students in attending summer school to recover academic credit. Contact Mrs. Ortman, Principal, for more information.~~

The school district may offer summer school learning opportunities to assist students in recovering academic credit and improving academic progress. Students who have not successfully completed one or two semesters of a core content course may be eligible to attend summer school. Parents and students are encouraged to take advantage of summer school opportunities when recommended to help students recover required credits. Students assigned to summer school must meet the minimum 70% attendance requirement and complete all required coursework in order to receive credit for the makeup course. For additional information regarding summer school opportunities, please contact Mrs. Ortman, Principal.

Parent Right to Know

If a parent requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;

3. whether the teacher is teaching in the field of discipline of the certification of the teacher;

4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

PART III — RULES AND DISCIPLINE

Attendance

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability. For detailed information, see the "Student Attendance" policy (*Appendix 6*).

Bullying Prohibition

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, are prohibited on school district property, at school-related functions or activities, on school transportation, and by misuse of technology. For detailed information, see the school district's "Bullying Prohibition" policy (*Appendix 7*).

Buses – Conduct on School Buses and Consequences for Misbehavior

Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked.

The school district is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow school district rules for waiting at a school bus stop and for riding on a school bus.

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

- Get to the bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at the bus stop.
- Keep your arms, legs, and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road, or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation, or horseplay.
- No use of alcohol, tobacco, or drugs.

While riding a school bus, all riders must comply with the following rules:

- Follow the driver's directions at all times.
- Remain seated facing forward while the bus is in motion.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

Consequences for school bus/bus stop misconduct will be imposed by the school district under administrative discipline procedures. All school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

Cell Phones and Other Personal Electronic Communication Devices

Student use of personal electronic communication devices is prohibited from **bell to bell**, beginning upon arrival at school and continuing throughout the instructional day. Personal electronic communication devices, including cell phones, smart watches, earbuds, headphones, tablets, and similar devices, must be turned off and stored in a designated area during the school day. Students are discouraged from bringing personal devices to school. The school district is not responsible for the loss, theft, or damage of personal electronic communication devices. For detailed information, see the school districts "Personal Electronic Communication Devices" policy *(Appendix 15)*

Discipline

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. For detailed information on the Student Code of Conduct and consequences for violations, see the "Student Discipline" policy (*Appendix 5*).

Dress and Appearance

Pipestone Area School students are expected to come to school dressed in clean and appropriate clothing to conform to educational standards. See the "Student Dress and Appearance" policy *(Appendix 8).*

Neat and Clean Attire: Clothing should be clean, in good condition, and appropriately sized.

Coverage: Students should wear clothing that adequately covers the body. This generally means no ~~overly~~ revealing clothing.

Prohibited Items:

- Clothing with offensive, inappropriate, or discriminatory language or imagery.
- Apparel promoting drugs, alcohol, tobacco, or illegal activities.
- Gang-related attire.
- Head coverings inside the building, unless for religious or medical reasons.

Students who violate the dress code policy will be spoken to by the principal or dean of students. Students will be given an opportunity to change into something more appropriate.

Drug-Free School and Workplace

The possession or use of alcohol, controlled substances, toxic substances, medical cannabis, nonintoxicating cannabinoids, and edible cannabinoid products are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The school district will discipline or take appropriate action against anyone who violates this policy.

District policy is not violated when a person brings a controlled substance that has a currently accepted medical treatment use onto a school location for personal use if the person has a physician's prescription for the substance except marijuana is not allowed on school property even if prescribed. Students who have prescriptions must comply with the school district's "Student Medication and Telehealth" policy. The school district will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

Harassment and Violence Prohibition

The school district strives to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender identity, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. Detailed information on the school district's "Harassment and Violence Prohibition" policy is included in this handbook (*Appendix 10*).

Hazing Prohibition

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's "Student Discipline" policy. Please see the school district's "Hazing Prohibition" policy (*Appendix 11*).

Internet Acceptable Use

All school district students have conditional access to the school district's computer system, including Internet access, for limited educational purposes, including use of the system for classroom activities, educational research, and professional and career development. Use of the school district's system is a privilege, not a right. Unacceptable use of the school district's computer system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

A copy of the school district's "Internet and Technology, ~~and Cell Phone~~ Acceptable Use and Safety" policy is available online, or in the MS/HS office.

Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;

2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and

3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

Students will receive a copy of the school district's "Internet and Technology, and ~~Cell Phone~~ Acceptable Use" policy and are expected to understand and agree to abide by the policy as a condition of use of the school district's computer system. All students who wish to use the school district's computer system must sign the Internet Use Agreement form yearly.

Parking on School District Property

Students

The school district allows limited use and parking of motor vehicles by students in school district locations subject to the following rules:

- Parking a motor vehicle on school property during the school day is a privilege;
- Students are permitted to use motor vehicles on the high school campus only before and after the school day. Exceptions include senior students with privileges and parent verification/authorization.
- Unauthorized vehicles parked on school district property may be towed at the expense of the owner or operator.

The school district may conduct routine patrols of school district properties and inspections of the exteriors of the motor vehicles of students. Interiors of students' vehicles in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. If a search yields contraband, school officials may seize the item and may turn it over to legal authorities when appropriate. A student who violates this policy may be subject to withdrawal of parking privileges and/or discipline according to the school district's "Student Discipline" policy (*Appendix 5*).

Visitors

Visitors are permitted to park in designated school district visitor parking areas. Unattended vehicles left in other locations on school district property may be towed at the owner's expense.

Tobacco-Free Schools; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco, tobacco-related devices, or carrying or using activated electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. For detailed information on the school district's "Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction" policy, see *Appendix 12*. Contact the building principal if you have questions or wish to report violations.

Truancy – Pipestone County Truancy Policy

Research data tells us that students who become truant do not perform as well in school as those who attend school each and every day. Truancy could also lead to a student dropping out of school and sabotaging their opportunity for future employment success. The community, schools, parents, and the student share in the responsibility to promote regular attendance.

What is the Definition of Truancy?
There are two classifications of truancy according to Minnesota Statutes 260A.02, subd. 3. A continuing truant and habitual truant are defined as follows:

A *continuing truant* is a student, under the age of 18, who is absent from attendance at school without lawful excuse for:

- three or more days in one school year in elementary school; or
- three or more class periods or three or more days in one school year in middle, junior, and senior high school.

A *habitual truant* is a student, under 18, who is absent without a valid excuse for:

- seven or more days in elementary school; or
- one or more class periods on seven school days or seven or more days in middle, junior, and senior high school.

District/School Responsibility
The school is the arbitrator of whether or not student's absences are excused or unexcused. Examples of excused absences could be parent/doctor verified illness, family emergencies, and medical/dental appointments. Examples of unexcused absences could be overslept, babysitting, missed the bus, and no call/note from parent. Family vacation may be considered unexcused if prior arrangements have not been made with the school.

The districts, under the umbrella of the mission of public education, shall provide instruction to every child between the ages of 7 and 18 (Minnesota Statue 120A.ss, subd. 5). This means according to Minnesota Statue 260A.03, that a child who has one to three unexcused absences, the parent must be notified immediately. The school is legally responsible to begin the intervention (see Truancy Intervention Levels) which includes parent notification. It also includes the school setting up a meeting with a parent and child (and Family Services after 3-6 absences) and /or detention for the child. A school is required to report the student in violation of the law at seven unexcused absences according to Minnesota Statue 260.131, subd 1b.

Parent Responsibility
Parents hold primary responsibility for their child's attendance at school (Minnesota Statute 120A.22, subd. 1). Failure for parents to compel their children to attend school could result in criminal penalties of a $700 fine and/or 90 days in jail.

Any student between the ages of 16 and 18 may withdraw from school if the student's parents or guardians do the following:

- Attend a meeting with school personnel to discuss the educational opportunities available to the student including alternative education opportunities; and
- Sign a written election to withdraw.

Pipestone County's Responsibility
Upon receipt of the Truancy Offense Report and referral form from the school:

- Review the information to ensure that the Truancy Offense Report and Referral form is complete.
- Participate in a team meeting with the child/family/school.
- Provide intervention, and services as needed to assist the child to return to school and stay in school.
- Involve the court only when necessary.

Vandalism

Vandalism of any district property is prohibited. Violators will be disciplined and may be reported to law enforcement officials.

Weapons Prohibition

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. 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; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school district does not allow the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the

superintendent of dismissal for a period of time not to exceed one year. The building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully. A student who brings a firearm to school will be expelled for at least one year, subject to school district discretion on a case-by-case basis. For a copy of the "School Weapons" policy, contact the Middle/High School Principal.

PART IV — HEALTH AND SAFETY

Accidents

All student injuries that occur at school, at school-sponsored activities, or on school transportation should be reported to the licensed school nurse ~~middle school/high school main office~~. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

Crisis Management

The school district has developed a "Crisis Management" policy. Each school building has its own building-specific crisis management plan. Students and parents will be provided with information as to district- and school-specific plans.

The "Crisis Management" policy addresses a range of potential crisis situations in the school district. The school district has developed general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school district will conduct lock-down drills, fire drills, and a tornado drill. Building plans include classroom and building evacuation procedures.

Emergency Contact Information

When parents register their children at Pipestone Area School, they are asked to fill out information which includes identifying an emergency contact. Families have an opportunity to update this information each year at Open House.

Health Information

First Aid

The nurse's office in each building is equipped to handle minor injuries requiring first aid. If the nurse's office is not open, assistance can be sought from the building's administrative office. If a student experiences a more serious medical emergency at school, 911 will be called and/or a parent/guardian will be contacted depending on the situation.

The district has installed automated external defibrillators (AEDs) in the following areas:

- Outside auditorium doors, across from district office
- Outside the gymnasium by the water fountain across from the wrestling room
- 2nd Floor, top of stairs, above library
- 6 AEDs in athletic department, rotated locations during seasons

Tampering with any AED is prohibited and may result in discipline.

Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent or guardian suspects that his/her child has a communicable or contagious disease, the parent or guardian should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

Families should keep student(s) home when they have symptoms of a contagious illness or when exclusion is recommended by a healthcare provider or the Minnesota Department of Health (MDH). Examples of communicable illnesses include influenza (flu), COVID-19, strep throat, whooping cough (pertussis), chickenpox, measles, mumps, conjunctivitis (pink eye), hand, foot, and mouth disease, impetigo, norovirus, and other illnesses identified by public health officials.

Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or school district employees. The school district will determine on a case-by-case basis whether a contagious student's attendance creates a significant risk of transmitting the illness to others.

Health Service

~~The student health office is staffed by a trained registered nurse.~~

~~Students who become sick at school should ask their teacher for a pass to see the nurse. The school nurse and the attendance secretary will arrange for students who get sick at school to go home early.~~

The Student Health Office is staffed by a trained registered nurse who is available to assist students with health-related needs during the school day.

Students who become ill while at school should notify their classroom teacher and request a pass to visit the school nurse. Students should not contact parents/guardians directly when they become sick. They are required to report to the school nurse, who will assess their condition and work with the attendance secretary and parent/guardian to determine appropriate next steps, including arrangements for early dismissal if necessary.

A parent/guardian should notify the school if his/her child is unable to attend school because of illness. email the attendance secretary at hsmsattendance@pas.k12.mn.us

Immunizations

All students must provide proof of immunization or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact the school nurse, Josie Loll, at Josie.Loll@pas.k12.mn.us

Lead-in-Water Annual Notification

Minnesota Statute 121A.335 requires public school buildings serving pre-kindergarten through grade 12 to test for lead in water every 5 years. This statute also requires school districts to make the results of the testing available to the public for review and notify parent of the availability of the information. Notification may be accomplished by publishing a statement in the "Back to School" newsletter or another publication that is available to staff, students, parents and the public. Pipestone Area Schools have historically conducted and continues to conduct Lead in Drinking Water testing per the Minnesota Department of Health guidelines.

Pipestone Area Schools are committed to providing a safe working and learning environment for employees and students. The district has developed a Lead in Water management plan and testing program that complies with the Minnesota Statute 121A.335, as well as Minnesota Department of Health (MDH), and Minnesota Department of Education (MDE)

For more information on Pipestone Area School's lead reduction program and testing results, please contact Main Office at 507-825-5861.

Medications at School During the School Day

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An "Administrating Prescription Medications" form must be completed once a year and/or when a change in the prescription or requirements for administration occurs. Prescription medications must be brought to school in the original container labeled for the student by a pharmacist, and must be administered in a manner consistent with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include: prescription asthma medications administered with an inhaler pursuant to school district policy and procedures, medications administered as noted in a written agreement between the school district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (section504 Plan), or an individual health plan (IHP). Marijuana is not allowed on school property even if prescribed. The school district is to be notified of any change in administration of a student's prescription medication.

Pesticide Application Notice

A Minnesota state law went into effect in 2000 that requires schools to inform parents and guardians if they apply certain pesticides on school property.

Specifically, this law requires schools that apply these pesticides to maintain an estimated schedule of pesticide applications and to make the schedule available to parents and guardians for review or copying at each school office.

State law also requires that you be told that the long-term health effects on children from the application of such pesticides or the class of chemicals to which they belong may not be fully understood.

If you would like to be notified prior to pesticide applications made on days other than those specified in the estimated schedule please contact Cody Heidebrink, Maintenance and Grounds, Pipestone Area School, 1401 7'" St. SW, Pipestone, Minnesota, 56164 or call at (507)825-5861

Safety

The safety of students on campus and at school-related activities is a high priority of the district. While district-wide safety procedures are in place, student and parent cooperation is essential to ensuring school safety.

To promote a safe school environment:

- All visitors must enter through the main office and follow district visitor procedures.
- Exterior doors remain locked during the instructional day.
- Students must not prop open exterior doors or open locked exterior doors to allow anyone to enter the building. All visitors must enter through the designated main entrance and follow district visitor procedures.
- Students must follow staff directions during fire, tornado, lockdown, evacuation, and other emergency drills.
- Students should immediately report unsafe conditions, threats, bullying, harassment, or suspicious activity to a staff member or administrator.

- Students are expected to comply with all district safety procedures and applicable school board policies.
- Hallways, stairways, exits, and emergency equipment must remain unobstructed.

Seizure Action Plan

When a parent or guardian notifies the school district that a student has a diagnosed seizure disorder and has seizure rescue medication or medication prescribed by the student's licensed health care provider to treat seizure disorder symptoms, the school district will create an individualized seizure action plan.

Suicide Prevention Information

~~*If you need to talk, the 988 Lifeline is here.~~

~~988 is the three-digit dialing code that routes callers to the 988 Suicide and Crisis Lifeline~~
~~At the 988 Suicide & Crisis Lifeline, they understand that life's challenges can sometimes be difficult. Whether you're facing mental health struggles, emotional distress, alcohol or drug use concerns, or just need someone to talk to, their caring counselors are here for you.~~

~~*Crisis Text Line – Text HOME to 741741~~

~~Crisis Text Line provides free, 24/7, high-quality text-based mental health support and crisis intervention by empowering a community of trained volunteers to support people in their moments of need.~~

~~They are a nonjudgmental organization that champions mental well-being and aims to support people of every race, ethnicity, political affiliation, religion, age, sexual orientation, gender identity, disability, socioeconomic status, and other backgrounds. They use empathy and active listening to empower their texters to identify their own strengths and coping strategies in moments of crisis. They listen to and learn from their community to help them continuously improve their service.~~

If you or someone you know is experiencing a mental health crisis or needs someone to talk to, help is available 24 hours a day, 7 days a week.

- **988 Suicide & Crisis Lifeline:** Call or text **988** to connect with a trained crisis counselor for free, confidential support.
- **Crisis Text Line:** Text **HOME** to **741741** to connect with a trained crisis counselor via text message at no cost.

If there is an immediate emergency or someone is in danger, call **911** immediately.

Visitors in District Buildings

Parents/guardians and community members are welcome to visit the schools. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the High School office upon entering the building, with the exception of events open to the public. All visitors will be required to sign in at the main office and to wear a "visitors' badge" while in the building during the school day. Visitors are asked for their government-issued identification, and ~~which is returned upon the departure of the visitor~~. ~~Visitors~~ must have the approval of the principal before visiting a classroom during instructional time. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked, if the visitor does not comply with school district procedures or if the visit is not in the best interests of the students, employee, or the school district.

Students are not allowed to bring visitors to school without prior permission from the principal.

APPENDIXES

1. School District Policy Cross Reference Table

Topic ..... Model Policy Number(s)

Accidents 806
Alternative Educational Opportunities 605
Attendance 503
Bullying Prohibited 514
Cell Phone 506
Class Assignments 515
Complaints 103
Course Credits Required 604
Crisis Management 806
Discipline 506
Drug-Free School and Workplace 417, 418
Emergency Contact Information 515
Employee Directory 406
Employment Background Checks 404
Equal Access to School Facilities 801
Extended School Year 508
Field Trips 610
Fundraising 511
Gifts to Employees 421
Graduation Requirements 613
Harassment and Violence Prohibited 413
Hazing Prohibited 526
Health Information 420, 516, 518, 530, 806
Homework 506, 612.1
Internet Acceptable Use 524
Interviews of Students by Outside Agencies 519
Nondiscrimination 102, 401, 521, 522, 528
Notification of Violent Students 529
Parking on School District Property 527
Personal Electronic Communication Devices 524.5
Pledge of Allegiance 531
Post-Secondary Enrollment Options 620
Schedule 602
School Activities 510
School Closing Procedures 806
School Calendar 602
Searches 502, 527
Student Dress and Appearance 504
School Meals Policy 534
School Promotion and Retention 513
Student Publications and Materials 505, 512
Student Records 515
Student Surveys 520
Summer School 623
Tobacco-Free Schools 419
Transportation of Public School Students 707, 709, 710
Vandalism 506
Video and Audio Recording 711, 712
Visitors in School District Buildings 903
Weapons Prohibited 501

2. 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. "Distribute" or "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.

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, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

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

E. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption"

is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

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

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

C. Distribution by students and employees of nonschool-sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;

2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;

3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;

4. the quantity or size of materials to be distributed;

5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;

6. whether distribution would require that nonschool persons be present on the school grounds;

7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors 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. 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 (as defined in this policy) nonschool-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 for distribution.

3. Location where material will be distributed.

4. If material is intended for students, the grade(s) of students to whom the distribution is intended.

B. Within one school day, the principal 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.

Last Update: 4/24/2023

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 the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;

5. 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 the regulations promulgated thereunder;

6. The right to be informed about rights under the federal law; and

7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given to 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 education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations, section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations, sections 300.610-300.617 with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability. The school district shall provide for the need to effectively notify parents or eligible students with a disability.

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:

Annual Notification of Rights - 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 the regulations promulgated thereunder 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 FERPA and the rules promulgated thereunder;

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 or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

The school 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/guardians 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/guardians 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 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.

Copies of the school board policy and accompanying procedures and regulations are available to parents/guardians and students upon written request to the Superintendent.

Directory Information

"Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent

educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include:

a. a student's social security number

b. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;

c. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;

d. personally identifiable data which references religion, race, color, social position, or nationality; or

e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

A school district may choose not to designate some or all of the enumerated information as directory information. A Minnesota school district may add items to the FERPA definition of "directory information", as long as the added data is not information that generally would be deemed as an invasion of privacy or information that references the student's religion, race, color, social position, or nationality. Federal law now allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. The identity of those parties and/or purposes should be identified.

To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. Designation of directory information is an important policy decision for the local school board who must balance not only the privacy interests of the student against public disclosure but also the additional administrative requirements such restrictions on disclosures will place on the school district.

The 2024 Minnesota legislature enacted Minnesota Statutes, section 480.40, which includes a law limiting disclosure of personal information concerning "judicial officials" (school districts can review the statutory definition of "judicial official"). "Personal information" about a judicial official includes "the name of any child" and the name of any school that such a child attends if combined with an assertion that the child attends the school. School districts may not "knowingly publicly post, display, publish, sell, or otherwise make available on the Internet the personal information of any judicial official," including in response to requests for directory information.

Information to Military Recruiters

A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and postsecondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data 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;

2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and

3. copying fees shall not be imposed.

C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and postsecondary educational institutions. To refuse the release of the above information to military recruiting officers and postsecondary educational institutions, a parent or eligible student must notify the responsible authority (building principal) in writing by September 1 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 recruiting officers and postsecondary educational institutions; and

7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and postsecondary educational institutions.

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 students in grades 11 and 12 without prior consent.

E. A parent or eligible student's refusal to release the above information to military recruiting officers and postsecondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and postsecondary educational institutions. In order to make any directory information about a student private, the procedures contained in Article VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and postsecondary educational institutions.

Updated: 3-23-2026

4. Student Surveys

Updated: 3-23-2026

Independent School District No. 2689 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 or, if scheduled thereafter, parents will be provided with reasonable notice 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 nonemergency, invasive physical examination or screening as described above.

[See consent/opt-out for specific activities attached hereto.]

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 20202-5920

INDEPENDENT SCHOOL DISTRICT NO. 2689 PIPESTONE, MINNESOTA
Date: August 26, 2024 /s/ Tyler Fruechte
School Board Chair

Following is a schedule of activities requiring parental notification and consent or opt-out for the upcoming school year. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 or older or an emancipated minor under state law.

Date:
Grades: [see sample activity notices attached]
Activity:
Summary:

Consent or Opt-out: [or both depending on situation]

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to Sonja Ortman, 1401 7th St SW, Pipestone, MN 56164. Principal or designee will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

I [parent's name] give my consent for [child's name] to take [survey] on [date].

_____
Parent's signature

Please return this form no later than September 1 to Sonja Ortman, 1401 7th St SW. Pipestone, MN

5. Student Discipline

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes, section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes, sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

A. <u>The School Board</u>

The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

B. <u>Superintendent</u>

The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

C. Principal

The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

D. Teachers.

All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

E. Other School District Personnel.

All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

F. Parents or Legal Guardians

Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

G. Students

All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. Community Members

Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. The school district must report annually by July 15, in a form and manner determined by the Commissioner of the Minnesota Department of Education (MDE), data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to MDE as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;

B. To attend school daily, except when excused, and to be on time to all classes and other school functions;

C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

D. To make necessary arrangements for making up work when absent from school;

E. To assist the school staff in maintaining a safe school for all students;

F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;

G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;

H. To be aware of and comply with federal, state, and local laws;

I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;

J. To respect and maintain the school's property and the property of others;

K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;

L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;

M. To conduct themselves in an appropriate physical or verbal manner; and

N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School 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 unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of profanity or obscene language, or the possession of obscene

materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;

4. Violation of the school district's Hazing Prohibition Policy;

5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;

6. Violation of the school district's Student Attendance Policy;

7. Opposition to authority using physical force or violence;

8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;

10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);

11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;

12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;

13. Violation of the school district's Weapons Policy;

14. Violation of the school district's Violence Prevention Policy;

15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;

16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;

17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;

18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;

19. Violation of any local, state, or federal law as appropriate;

20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;

21. Violation of the school district's Internet and Technology–Acceptable Use and Safety Policy; including altering images or videos with the intent to harm. (Policy 524)

22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy 524.5

23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;

24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;

27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;

28. Possession or distribution of slanderous, libelous, or pornographic materials;

29. Violation of the school district's Bullying Prohibition Policy;

30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;

32. Falsification of any records, documents, notes, or signatures;

33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;

35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;

36. Violation of the school district's Harassment and Violence Policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;

39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;

43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;

44. Violation of the school district's one-to-one device rules and regulations;

45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

C. The school district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or

3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

D. The school district must not withhold recess from a student based on incomplete schoolwork.

E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within twenty-four (24) hours of using recess detention.

F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student’s misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;

B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

C. Parent contact;

D. Parent conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Financial restitution;

N. Referral to police, other law enforcement agencies, or other appropriate authorities;

O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

P. Out-of-school suspension under the Pupil Fair Dismissal Act;

Q. Preparation of an admission or readmission plan;

R. Saturday school;

S. Expulsion under the Pupil Fair Dismissal Act;

T. Exclusion under the Pupil Fair Dismissal Act; and/or

U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

A. The teacher of record shall have the general control and government of the classroom. 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 pursuant to the procedures established by this discipline policy.

1. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

2. <u>Grounds for removal from class shall include any of the following:</u>

a. 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;

b. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

c. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

d. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

3. A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

C. Procedures for Removal of a Student from a Class.

1. The building principal will determine the amount of time appropriateness of a student removal from class.

2. The teacher will follow up on any removal from class with a written description of the incident which led to the request for a student to be removed.

3. Documentation is recorded in the district adopted Student Information System.

D. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)

1. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

E. Responsibility for and Custody of a Student Removed from Class.

1. Any student removed from class should report to the principal's office immediately.

2. A student removed from class will be expected to walk to the office without an escort, unless the situation warrants an escort be present.

3. While removed from class, the student may be assigned to a supervised study area and is expected to complete assignments missed while removed.

4. The building principal or designee will be responsible for assigning the student to a supervised study area while removed from class.

F. Procedures for Return of a Student to a Specific Class from Which the Student was

Removed.

1. Principal/Teacher/Parent/Student conference to discuss terms and conditions of the students return to class.

2. Conditional return based on terms and conditions defined by the conference.

G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;

1. Parent/Guardian will be notified by phone, email, or Certified USPS mail whenever there is a violation of school rules which results in disciplinary action.

2. When appropriate, a conference with the parent/guardian and student will be held prior to readmission to school or a class.

H. Students with a Disability; Special Provisions.

1. Any violation of school rules by a disabled student which results in serious disciplinary action or continuous assignment of less severe consequences will be followed up by a conference to determine if further assessment is needed, to review the adequacy of the current IEP and to determine if a referral is needed.

2.. Any student suspected of having a disability may be referred to Special Education services for assessment and determination of eligibility.

I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.

1. District will convene a chemical abuse preassessment team to the extent necessary.

2. Staff shall report chemical abuse concerns to the appropriate administrator for referral to the chemical abuse preassessment team.

XII. DISMISSAL

A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425 is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

   a. a preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

   b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. Definition of "Suspension"

   "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

   The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a disability.

   The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to

surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

2. Opportunity to Complete School Work

School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3. Parent/Guardian Meeting

If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

4. Readmission Plan

Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect.

5. Child with a Disability

A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6^{th}) consecutive day of suspension or the tenth (10^{th}) cumulative day of suspension has elapsed.

6. Alternative Education Services

Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.

7. Informal Administrative Conference

The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. Administration Options

After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:

a. strongly encourage a parent or guardian of the student to attend school with the student for one day;

b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and

c. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.

9. Written Notice

A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

10. Notification

The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

12. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. EXPULSION AND EXCLUSION

A. Definitions

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.

2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.

B. Proceedings

1. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

2. Notice

The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.

3. Right to a Representative

The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

4. Hearing

a. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

b. Hearing Schedule

The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.

All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.

c. Access to Records

At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

d. Hearing Officer

All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

e. Evidence and Testimony

The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert

psychological or educational testimony.

The student cannot be compelled to testify in the dismissal proceedings.

f. Recording

The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

g. Findings and Recommendation

The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.

5. School Board Decision

The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of MDE (Commissioner) of the basis and reason for the decision.

6. Appeal

A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.

7. Report

The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

XIV. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve

the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

XVI. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13.

XVII. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is <u>not</u> a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline <u>is</u> a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a

manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVIII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes, section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes, section 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 (Minnesota Statutes, chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XIX. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;

2. provide an opportunity for involved parties to submit additional information related to the complaint;

3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;

4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XX. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students

and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XXI. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.
Updated: 7-27-2026

6. Student Attendance

I. PURPOSE

A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

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

3. Teacher's Responsibility

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

4. Administrator's Responsibility

a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes, section 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

c. The district must count a student as in attendance on each day the student receives supervision, instruction, or services from school staff during scheduled school hours. Minnesota Statutes, section 120A.22 does not remove the school district's responsibility to continue to comply with reporting requirements in Minnesota Statutes, section 126C.05 for the purposes of funding.

d. The principal must issue and keep a record of attendance, under rules established by the school board.

B. Attendance Procedures

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

1. Excused Absences

a. A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to a truant officer or the school official designated by the principal. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.

b. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school.

c. The school board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.

d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

(1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:

(a) child illness, medical, dental, orthodontic, or counseling appointments; including appointments conducted through telehealth;

(b) family emergencies;

(c) the death or serious illness or funeral of an immediate family member;

(d) active duty in any military branch of the United States;

(e) the child has a condition that requires ongoing treatment for a mental health diagnosis; or

(f) other exemptions included in this attendance policy.

(2) that the child has already completed state and district standards required for graduation from high school; or

(3) that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three (3) hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

c. Consequences of Excused Absences

(1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

(1) Truancy. An absence by a student which was not approved by the parent and/or the school district.

(2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.

(3) Work at home.

(4) Work at a business, except under a school-sponsored work release program.

(5) Vacations with family.

(6) Personal trips to schools or colleges.

(7) Absences resulting from cumulated unexcused tardies. Ten (10)

tardies equal one (1) unexcused absence.

(8) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

(1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

(2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.

(3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

(4) Students with unexcused absences shall be subject to discipline in the following manner:

(a) Within 14 days upon receipt of notification, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.

(b) After ten (10) cumulated unexcused absences in a semester, the administration may impose the loss of academic credit in the class or classes from which the student has been absent. However, prior to loss of credit, an administrative conference must be held among the principal, student, and parent.

(f) If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

C. Tardiness

1. Definition

Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

a. Students tardy at the start of school must report to the school office for an admission slip.

b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

a. Illness.

b. Serious illness in the student's immediate family.

c. A death or funeral in the student's immediate family or of a close friend or relative.

d. Medical, dental, orthodontic, or mental health treatment.

e. Court appearances occasioned by family or personal action.

f. Physical emergency conditions such as fire, flood, storm, etc.

g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

b. Consequences of tardiness may include detention after two (2) unexcused tardies. In addition, ten (10) unexcused tardies are equivalent in one (1) unexcused absence.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.

2. School-initiated absences will be accepted and participation permitted.

3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.

4. If a student is suspended from any class, he or she may not participate in any activity or program that day.

5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. RELIGIOUS AND CULTURAL OBSERVANCES ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance or American Indian cultural practice, observance, or ceremony. Requests for accommodation should be directed to the building principal.

IV. DISSEMINATION OF POLICY

A. Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

B. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for a religious or cultural observance.

V. REQUIRED REPORTING

A. Continuing Truant

Minnesota Statutes, section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes, section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes, section 120A.05, without valid excuse within a single school year for:

1. Three (3) days if the child is in elementary school; or

2. Three (3) or more class periods on three (3) days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minnesota Statutes, section 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;

2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;

3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes, section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minnesota Statutes, section 120A.34;

4. That this notification serves as the notification required by Minnesota Statutes, section 120A.34;

5. That alternative educational programs and services may be available in the child's enrolling or resident district;

6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;

7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minnesota Statutes, chapter 260C;

8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to

Minnesota Statutes, section 260C.201; and

9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one (1) day.

C. Habitual Truant

1. A habitual truant is a child who is at least twelve (12) years old and less than eighteen (18) years old who is absent from attendance at school without lawful excuse for one or more class periods on seven (7) school days per school year if the child is in middle school, junior high school, or high school, or a child who is seventeen (17) years of age who is absent from attendance at school without lawful excuse for one (1) or more class periods on seven (7) school days per school year and who has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

   Pursuant to section 260C.163, subdivision 11, habitual truant also means a child under age twelve (12) who has been absent from school for seven (7) school days without lawful excuse, based on a showing by clear and convincing evidence that the child's absence is not due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws.

2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minnesota Statutes, chapter 260A.

Updated 3-23-2026

7. Bullying Prohibition

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 a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The 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. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:

1. on the school premises, at the school functions or activities, on the school transportation;

2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or

3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.

C. 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. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

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

G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

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

I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;

2. The levels of harm, surrounding circumstances, and nature 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 remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for 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 school district property and events.

J. The school district will act to investigate all complaints of bullying reported to the school district 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

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school 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 school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities,

events, or trips. School 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 and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

G. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.

H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

I. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three school days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and the student's developmental age and behavioral history. School 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; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent or guardian of students who are targets of bullying or other prohibited conduct and the parent or guardian of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law. For purposes of notification presumed under this paragraph, a parent or legal guardian may designate in writing to the school another individual to be notified of the prohibited conduct.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR 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 commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct.

VII. TRAINING AND EDUCATION

A. Consistent with its applicable policies and practices, the school district must discuss this policy with students, school personnel and volunteers and provide appropriate training for all school district personnel to prevent, identify, and respond to prohibited conduct. The school district must establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

B. The school district shall require ongoing professional development, consistent with Minnesota Statutes, section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;

2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and

5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents and other community members to develop and implement prevention and intervention programs;

3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;

4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;

5. Teach students to advocate for themselves and others;

6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or 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.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the

student handbook.

VIII. NOTICE

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. Article II, paragraph D, regarding malicious and sadistic conduct must be conspicuously posted throughout each school building.

C. This policy shall be conspicuously posted in the administrative offices of the school and school district in summary form.

D. This policy must be distributed to each school district or school employee and independent contractor, if the contractor regularly interacts with students, at the time of employment with the district or the school.

E. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.

F. This policy shall be available to all parents and other school community members in an electronic format in the languages appearing on the school district's or a school's website, consistent with the district policies and practices.

G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

H. The school district designates Building Principal or designee as the primary contact person in the school building to receive reports of prohibited conduct.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Updated: 7-28-2025

8. Student Dress and Appearance

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations that support educational goals. Students and their families have the primary and joint responsibility for student clothing and appearance. Teachers and other district staff should exemplify and reinforce student clothing and appearance standards and help students develop an understanding of appropriate appearance in the school environment.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to encourage students to be dressed suitably [or appropriately] for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

B. A student's clothing or appearance may not materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities. A student's dress or appearance may not incite or contribute to substantial disorder or invasion of the rights of others or pose a threat to the health or safety of the student or others.

C. Students' rights to choose their dress and appearance for school and school-related activities will be protected provided that the clothing:

1. does not injure people or damage property;

2. does not materially and substantially disrupt or interfere with the educational process or classwork;

3. does not interfere with the requirements of discipline in the operation of the school or school activities, materially disrupt classwork;

4. does not involve substantial disorder or invasion of the rights of others.

Such clothing includes, but is not limited to, the following:

1. Clothing for the weather.

2. Clothing that does not create a health or safety hazard.

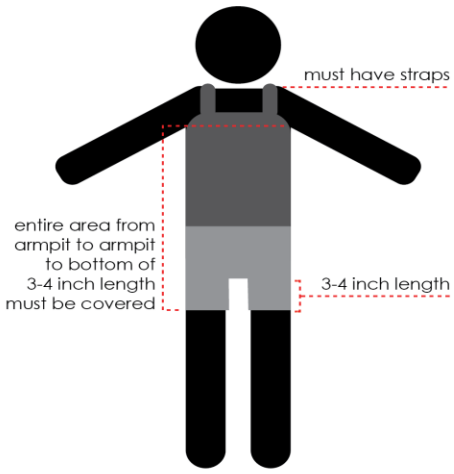
3. Clothing for the activity (i.e., physical education or the classroom).

4. Footwear that does not present a safety hazard.

5. Headwear, including hats/caps, hoods, or head coverings, are not allowed. Students may wear headgear for a medical or religious reason

C.

1. Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs (see image).



2. Clothing (including emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry) bearing a message that is lewd, vulgar, obscene, libelous, or denigrates, harasses, discriminates against others on the basis of protected class status under the Minnesota Human Rights Act, or violates school district policies prohibiting discrimination, violence, harassment, or other harmful activities.

3. Apparel promoting products or activities that are illegal for use by minors.

4. Communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Policy 413.

D. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing clothing on which such messages are stated. Such messages are acceptable as long as they are not lewd; vulgar; obscene; libelous; do not denigrate, harass, or discriminate against others on the basis of protected class status under the Minnesota Human Rights Act; or do not violate school district policies prohibiting discrimination, bullying, violence, harassment, or other harmful activities.

III. PROCEDURES

A. Enforcement of a student dress code will be approached with careful consideration and sensitivity, with the goals of supporting students as they express themselves and pursue their full potential, of not shaming students, and of minimalizing loss of instructional time. When possible, dress code matters should be addressed privately with students, should seek to determine whether factors exist that impact the student's ability to comply with the dress code, and should seek to address such issues.

B. When, in the reasonable judgment of the administration, (1) a student's clothing or appearance may materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities; (2) may incite or contribute to substantial disorder or invasion of the rights of others; or (3) pose a threat to the

health or safety of the student or others, the student will be directed to make modifications. Parents or guardians will be notified. Other consequences may be enforced in line with Policy 506 (Student Discipline).

C. The administration may recommend a form of clothing considered appropriate for a specific event and communicate the recommendation to students and parents or guardians. A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.

D. Likewise, an organized student group may recommend a form of clothing for students considered appropriate for a specific event and bring such recommendation to the administration for approval.

Last Update: 9-24-2024

9. Drug-Free Workplace/Drug-Free School

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.

B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location.

C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.

D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.

B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code, section 812, including analogues and look-alike drugs.

C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.

D. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the Commissioner of the Minnesota Department of Health ("Commissioner").

E. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation,

ingestion, or by any other immediate means.

F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.

G. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

H. "Sell" means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.

I. "Toxic substances" includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner.

J. "Use" means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

IV. EXCEPTIONS

A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.

B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes, section 624.701, subdivision 1a and is pursuant to the procedure established under Paragraph V.G below.

C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.

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

An employer or a school must provide written notice to a patient at least fourteen (14)

days before the employer or school takes an action against the patient that is prohibited under Minnesota Statutes, section 342.57, subdivision 3 or 5. The written notice must cite the specific federal law or regulation that the employer or school believes would be violated if the employer or school fails to take action. The notice must specify what monetary or licensing-related benefit under federal law or regulations that the employer or school would lose if the employer or school fails to take action.

A school or an employer must not retaliate against a patient for asserting the patient's rights or seeking remedies under Minnesota Statutes, section 342.57 or section 152.32.

V. PROCEDURES

A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the school district's student medication policy.

B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.

C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

D. Employees are subject to the school district's drug and alcohol testing policies and procedures.

E. Members of the public are not permitted to possess controlled substances, intoxicating cannabinoids, or edible cannabinoid products in a school location except with the express permission of the superintendent.

F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.

G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes, section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. SCHOOL PROGRAMS

A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle

school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:

1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and

2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.

B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.

C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student eighteen (18) years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

VII. ENFORCEMENT

A. Students

1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and edible cannabinoid products.

2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service, which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.

3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.

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

3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.

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

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Updated: 3-23-2026

10. Harassment and Violence

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.

B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.

D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel found to have violated this policy.

III. DEFINITIONS

A. "Assault" is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;

2. the intentional infliction of or attempt to inflict bodily harm upon another; or

3. the threat to do bodily harm to another with present ability to carry out the threat.

B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;

2. has the purpose or effect of substantially or unreasonably interfering with an

individual's work or academic performance; or

3. otherwise adversely affects an individual's employment or academic opportunities.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications

1. "Disability" means, with respect to an individual who

a. has a physical sensory or mental impairment that materially limits one or more major life activities of such individual;

b. has a record of such an impairment;

c. is regarded as having such an impairment; or

d. has an impairment that is episodic or in remission and would materially limit a major life activity when active.

2. "Familial status" means the condition of one or more minors having legal status or custody with:

a. the minor's parent or parents or the minor's legal guardian or guardians; or

b. the designee of the parent or parents or guardian or guardians with the written permission of the parent or parents or guardian or guardians. Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for physical health, safety, or self-care because the individual or individuals are unable to receive and evaluate information or make or communicate decisions. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.

5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

6. "Sexual orientation" means to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities.

7. "Status with regard to public assistance" means the condition of being a

recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

F. Sexual Harassment

1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:

a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or

b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

a. unwelcome verbal harassment or abuse;

b. unwelcome pressure for sexual activity;

c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;

d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;

e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

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

G. Sexual Violence

1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts or forcing a person to touch

any person's intimate parts. Intimate parts, as defined in Minnesota Statutes, section 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.

2. Sexual violence may include, but is not limited to:

a. touching, patting, grabbing, or pinching another person's intimate parts
b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;

c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or

d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence

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

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

D. In Each School Building

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures,

practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.

G. In the District

The school board hereby designates the superintendent as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.[1]

H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

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

N. False accusations or reports of violence or harassment against another person are prohibited.

O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

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

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

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

V. INVESTIGATION

A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.

E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations

of this policy.

VI. SCHOOL DISTRICT ACTION

A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.

B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.

C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

IX. HARASSMENT OR VIOLENCE AS ABUSE

A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes, chapter 260E may be applicable.

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

X. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.

B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

C. This policy shall appear in the student handbook.

D. The school district will develop a method of discussing this policy with students and employees.

E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.

F. This policy shall be reviewed at least annually for compliance with state and federal law.

Last Update: 4-28-2025

11. Hazing Prohibition

I. PURPOSE

The purpose of this policy is to maintain a safe learning 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. GENERAL STATEMENT OF POLICY

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 prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.

E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.

F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

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

G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.

H. 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.

I. 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 school-related purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic 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 any 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, 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 school district policies or regulations.

B. "Immediately" means as soon as possible but in no event longer than 24 hours.

C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school 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 school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School 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 hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.

E. "Student" means a student enrolled in a public school or a charter school.

F. "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 target or victim of 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. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party to use the report form available from

the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.

F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.

C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines hazing has occurred, the school

district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR 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 commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.

Updated: 3-23-2026

12. Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

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

III. DEFINITIONS

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

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

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

D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

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

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

IV. EXCEPTIONS

A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.

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

C. An American Indian student or staff member may use tobacco, sage, sweetgrass, and cedar to conduct individual or group smudging in a public school. The process for conducting smudging is determined by the building or site administrator. Smudging must be conducted under the direct supervision of an appropriate staff member, as determined by the building or site administrator.

V. VAPING PREVENTION INSTRUCTION

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

B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery

devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

VI. ENFORCEMENT

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

B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.

C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.

E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.

F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.

G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

Last Update: 8-26-2024

13. School Meals Policy

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

A. Students have use of a meal account. The Food Service Program is a pre-payment program. Meal accounts should be maintained with a positive balance at all times. If a lunch balance reaches zero, a student may no longer charge any a la carte items or second meals until funds are deposited into the account. Submit payments to Pipestone Area Schools Food Service Department, 1401 7th St SW, Pipestone, MN 56164 or making a payment online at mypaymentsplus.com

B. Free School Meals Program

1. The free school meals program is created within the Minnesota Department of Education

2. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

3. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

4. Each school that participates in the free school meals program must:

   a. participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

   b. provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.

   c. A student who has been determined eligible for free and reduced-price meals must always be served a reimbursable meal even if the student has an outstanding debt.

C. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.

D. When a student has a negative account balance, the student will not be allowed to charge a snack item.

E. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

F. A student may purchase a second breakfast at the nonprogram price if the student has already selected a reimbursable breakfast.

G. A student may purchase a second lunch at the nonprogram price if the student has already selected a reimbursable lunch.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero. Food Service staff will mail a low-balance notification letter to families when a student's meal account balance falls below $5.00.

B. Families will be notified of a low balance once it reaches $10. Families will be notified by automated calling system, email, and/or letters sent home

C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals; or affixing stickers, stamps, or pins.

IV. UNPAID MEAL CHARGES

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

C. Negative balances not paid prior to the end of the school year will be turned over to the superintendent or superintendent's designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

E. The school district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field

trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

F. Staff negative balances not paid prior to the end of the school year will be turned over to the superintendent or superintendent's designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

V. COMMUNICATION OF POLICY

A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:

1. all households at or before the start of each school year;

2. students and families who transfer into the school district, at the time of enrollment; and

3. all school district personnel who are responsible for enforcing this policy.

B. The school district will post this policy on the school district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.

C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Updated: 7-27-2026

14. Parent/Guardian Refusal for Student Participation in Statewide Assessments

DEPARTMENT OF EDUCATION

Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the Minnesota Academic Standards or the WIDA English Language Development Standards. These standards define the knowledge and skills students should be learning in K–12 public and charter schools. Minnesota prioritizes high-quality education, and statewide assessments gives educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)

MCA and MTAS are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and Alternate ACCESS for English Learners

The ACCESS and Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.
- For Postsecondary Enrollment Options (PSEO) and College in the Schools programs.

English learners who take the ACCESS or Alternate ACCESS and meet certain requirements have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions about how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form. Contact your student's school to learn more about locally required assessments.

Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any other consequences for not participating.



(education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing)

Additional Information

- On average, students spend less than 1 percent of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

(Note: This form is only applicable for the 20___ to 20___ school year.)

DEPARTMENT OF EDUCATION

Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results. This form must be returned to your student's school before the applicable test administration.

Student Information

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: _____/____/_____ Current Grade in School: _____

School: _____ District:_____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

☐ MCA/MTAS Reading ☐ MCA/MTAS Science

☐ MCA/MTAS Mathematics ☐ ACCESS/Alternate ACCESS

Contact your school or district for more information on how to opt out of local assessments.

15. Personal Electronic Communication Devices

I. PURPOSE

The objective of this policy is to support the school district's focus on learning in alignment with the district's mission to ignite students' passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools. Possession and use of personal electronic communication devices must be regulated to ensure that such devices do not disrupt or interfere with the education process or school operations, impair the safety, welfare, and privacy of students and staff, or are used as part of an act of academic dishonesty.

II. GENERAL STATEMENT OF POLICY

To minimize the impact of personal electronic communication devices on student behavior, mental health, and academic attainment and to support school environments in which students can engage fully with their classmates, their teachers, and instruction, the school board has determined the use of personal electronic communication devices by students during school hours should be limited.

III. DEFINITIONS

A. Cell phones and other personal electronic devices are not permitted for student use upon arrival at school and throughout the instructional day. Therefore, students are discouraged from bringing personal devices to school. The district is not responsible for the loss, theft, or damage of personal devices.

"Bell-to-Bell" means from when the first bell rings at the start of the school day to begin instructional time until the dismissal bell rings at the end of the academic school day. "Bell-to bell" includes lunch and time in between class periods.

B. "Cell Phone" means a personal device capable of making calls, transmitting pictures or video, or sending or receiving messages through electronic means. The definition of cell phone includes a non-smart phone that is limited to making phone calls or text messages and a smart phone that encompasses the above features.

C. "Cyberbullying" means bullying using technology or other electronic communication, including but not limited to a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device.

D. "Instructional Time" means any structured or unstructured learning experiences that occur from when the first bell rings at the start of the school day until the dismissal bell rings at the end of the academic school day.

E. "Personal Electronic Communication Device" means any personal device capable of connecting to a cell phone, the internet, a cellular or Wi-Fi network, or directly connects to another similar device. Personal electronic communication devices may include cell phones, wearable devices such as smart watches, personal headphones, earbuds or pods, laptops, tablets, virtual reality devices, and other personal electronic communication devices with the abovementioned characteristics.

F. "Stored" means a cell phone or personal electronic communication device not being carried on the student's person, including not in the student's pocket. Storage options may include, but are not limited to, in the student's backpack, in the student's locker,

in a locked pouch, or in a designated place in the classroom, as determined by school administration.

IV. PERSONAL ELECTRONIC COMMUNICATION DEVICE USE AND STORAGE

A. Personal Electronic Communication Device Use

1. Students are prohibited from using personal electronic communication devices (___describe the circumstances that the prohibition covers___).

2. Elementary Schools (Pre-K-5)

a. Students are prohibited from using personal electronic communication devices on school premises, upon arrival until dismissal of the school day ~~from bell to bell,~~ which includes but is not limited to instructional time, lunch periods, recess, school-sponsored programs, events or activities, or any other time during the designated school day.

b. All personal electronic communication devices shall be kept in designated areas and turned off.

3. Middle/High School (6-12)

a. Students are prohibited from using personal electronic communication devices from bell to bell ~~during instructional time~~, which includes the entire period of a scheduled class and other times when students are directed to report to and participate in any instructional activity.

~~b. Students may wear smart or electronic watches but may not use any communication applications or features that are prohibited from use on other personal electronic communication devices and all notifications must be turned off.~~

b. All personal electronic communication devices shall be kept in designated areas and turned off from bell to bell. ~~during instructional time. Personal electronic communication devices may be used during passing times and lunch periods; however, such use is discouraged.~~

B. Off-Campus School-Sponsored Activities

School administration ~~may~~ shall establish guidelines for personal electronic communication device possession and use during off-campus school-sponsored activities, such as extracurricular activities, outdoor and service trips, and school field trips. These guidelines will be provided at pre-activity meetings, activity-specific permission slips, and by other means as appropriate in the circumstances.

V. LIMITATIONS ON USE OF AND STORAGE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES

A. Limitations on Use of Personal Electronic Communication Devices

1. Personal electronic communication devices may not be used in any manner that causes or results in disruption of the educational environment or school-sponsored extracurricular activities or events or impairs or interferes with school district operations.

2. Devices, including but not limited to personal electronic communication devices, with audio, video, or photo-taking capabilities shall not be used at any time in locker rooms, bathrooms, or other locations where the presence of such devices poses an unreasonable risk to the safety, welfare, or privacy of others. Confiscation and search of such devices will occur if found in these areas.

3. Students may not use a device to record, transmit, or post audio, videos, or photos of a person or persons on school grounds or on a school bus without the express permission of school staff in addition to the express consent of the individual or individuals that are the subjects of the recording.

4. Personal electronic communication devices may not be used to engage in bullying, cyberbullying, harassment, discrimination, or other activity prohibited under federal or state law or under school district policy.

5. Personal electronic communication devices shall not be used during a lockdown drill, a fire drill, or a similar safety drill.

B. Storage of Personal Electronic Communication Devices

Students ~~shall keep their~~ personal electronic communication devices will be stored in a school designated secure place throughout the school day. , ~~such as the student's locker, a closed backpack, a storage device provided by the school, or an area designated by the classroom teacher at all times when personal electronic communication device use is prohibited.~~

VI. EXCEPTIONS

A. Nothing in this policy prohibits a student from using a personal electronic communication device for a purpose documented in the student's individualized education program, a plan developed under section 504 of the Rehabilitation Act of 1973, or a health care plan in force regarding the student.

B. A student may use a personal electronic communication device to monitor or address a health concern or medical condition upon permission granted by school administration.

C. Students may use a personal electronic communication device when the use is necessary to respond to or report an emergency. For purposes of this policy, "emergency" means an actual or imminent threat to the health or safety of students and/or school personnel, which may result in death, bodily injury, or substantial property damage.

D. A student may use a personal electronic communication device during a time at which use would otherwise be prohibited when the student has been granted permission from a staff member to use the device. If the school district implements a curriculum that uses technology, students may be allowed to use their own personal electronic communication devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.

E. A personal electronic communication device may be stored in student vehicles parked on school district property provided that the device is not removed from the vehicle while on school district property.

F. Students who need to make a call may request permission to use a telephone in the building office.

VII. DISCIPLINE

If a student violates this policy, a teacher or administrator shall take the following progressively serious disciplinary measures:

A. Give the student a verbal warning and require the student to store the student's personal electronic communication device in accordance with this policy.

B. Securely store the student's personal electronic communication device in a teacher- or administrator-controlled locker, bin, or drawer for the duration of the class or period.

C. Place the student's personal electronic communication device in the school's central office for the remainder of the school day.

D. Place the student's personal device in the school's central office to be picked up by the student's parent or guardian.

E. Schedule a conference with the student's parent or guardian to discuss the student's personal device use.

F. Apply discipline as provided under school district policies and as appropriate.

G. Other (insert as needed).

VIII. SCHOOL DISTRICT RESPONSIBILITY

A. The school district is not responsible for, nor is it required to investigate, any lost, stolen, or damaged personal electronic communication devices brought onto school grounds or the bus or school-sponsored activities or events.

B. The school board directs the superintendent and school district administration to establish additional rules and procedures regarding student possession and use of personal electronic communication devices in schools as the superintendent and school district administration find appropriate. These rules shall be consistent with this policy and other applicable school district policies. These rules and procedures should seek to minimize the impact of personal electronic communication devices on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or pursuant to similar criteria.

Adopted: 7-27-2026

524.5 PERSONAL ELECTRONIC COMMUNICATION DEVICES

I. PURPOSE

The objective of this policy is to support the school district's focus on learning in alignment with the district's mission to ignite students' passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools. Possession and use of personal electronic communication devices must be regulated to ensure that such devices do not disrupt or interfere with the education process or school operations, impair the safety, welfare, and privacy of students and staff, or are used as part of an act of academic dishonesty.

II. GENERAL STATEMENT OF POLICY

To minimize the impact of personal electronic communication devices on student behavior, mental health, and academic attainment and to support school environments in which students can engage fully with their classmates, their teachers, and instruction, the school board has determined the use of personal electronic communication devices by students during school hours should be limited.

III. DEFINITIONS

A. Cell phones and other personal electronic devices are not permitted for student use upon arrival at school and throughout the instructional day. Therefore, students are discouraged from bringing personal devices to school. The district is not responsible for the loss, theft, or damage of personal devices.

"Bell-to-Bell" means from when the first bell rings at the start of the school day to begin instructional time until the dismissal bell rings at the end of the academic school day. "Bell-to bell" includes lunch and time in between class periods.

B. "Cell Phone" means a personal device capable of making calls, transmitting pictures or video, or sending or receiving messages through electronic means. The definition of cell phone includes a non-smart phone that is limited to making phone calls or text messages and a smart phone that encompasses the above features.

C. "Cyberbullying" means bullying using technology or other electronic communication, including but not limited to a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device.

D. "Instructional Time" means any structured or unstructured learning experiences that occur from when the first bell rings at the start of the school day until the dismissal bell rings at the end of the academic school day.

E. "Personal Electronic Communication Device" means any personal device capable of connecting to a cell phone, the internet, a cellular or Wi-Fi network, or directly connects to another similar device. Personal electronic communication devices may include cell phones, wearable devices such as smart watches, personal headphones, earbuds or pods, laptops, tablets, virtual reality devices, and other personal electronic communication devices with the abovementioned characteristics.

F. "Stored" means a cell phone or personal electronic communication device not being carried on the student's person, including not in the student's pocket. Storage options may include, but are not limited to, in the student's backpack, in the student's locker, in a locked pouch, or in a designated place in the classroom, as determined by school administration.

IV. PERSONAL ELECTRONIC COMMUNICATION DEVICE USE AND STORAGE

A. Personal Electronic Communication Device Use

1. Students are prohibited from using personal electronic communication devices ~~(___describe the circumstances that the prohibition covers___).~~ , unless noted in section VI.

2. Elementary Schools (Pre-K-5)

a. Students are prohibited from using personal electronic communication devices on school premises, upon arrival until dismissal of the school day ~~from bell-to-bell,~~ which includes but is not limited to instructional time, lunch periods, recess, school-sponsored programs, events or activities, or any other time during the designated school day.

b. All personal electronic communication devices shall be kept in designated areas and turned off.

3. Middle/High School (6-12)

a. Students are prohibited from using personal electronic communication devices from bell to bell ~~during instructional time~~, which includes the entire period of a scheduled class and other times when students are directed to report to and participate in any instructional activity.

~~b. Students may wear smart or electronic watches but may not use any communication applications or features that are prohibited from use on other personal electronic communication devices and all notifications must be turned off.~~

b. All personal electronic communication devices shall be kept in designated areas and turned off from bell to bell. ~~during instructional time. Personal electronic communication devices may be used during passing times and lunch periods; however, such use is discouraged.~~

B. Off-Campus School-Sponsored Activities

School administration ~~may~~ shall establish guidelines for personal electronic communication device possession and use during off-campus school-sponsored activities, such as extracurricular activities, outdoor and service trips, and school field trips. These guidelines will be provided at pre-activity meetings, activity-specific permission slips, and by other means as appropriate in the circumstances.

V. LIMITATIONS ON USE OF AND STORAGE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES

A. Limitations on Use of Personal Electronic Communication Devices

1. Personal electronic communication devices may not be used in any manner that causes or results in disruption of the educational environment or school-sponsored extracurricular activities or events or impairs or interferes with school district operations.

2. Devices, including but not limited to personal electronic communication devices, with audio, video, or photo-taking capabilities shall not be used at any time in locker rooms, bathrooms, or other locations where the presence of such devices poses an unreasonable risk to the safety, welfare, or privacy of others. Confiscation and search of such devices will occur if found in these areas.

3. Students may not use a device to record, transmit, or post audio, videos, or photos of a person or persons on school grounds or on a school bus without the express permission of school staff in addition to the express consent of the individual or individuals that are the subjects of the recording.

4. Personal electronic communication devices may not be used to engage in bullying, cyberbullying, harassment, discrimination, or other activity prohibited under federal or state law or under school district policy.

5. Personal electronic communication devices shall not be used during a lockdown drill, a fire drill, or a similar safety drill.

B. Storage of Personal Electronic Communication Devices

Students ~~shall keep their~~ personal electronic communication devices will be stored in a school designated secure place throughout the school day. , ~~such as the student's locker, a closed backpack, a storage device provided by the school, or an area designated by the classroom teacher at all times when personal electronic communication device use is prohibited.~~

VI. EXCEPTIONS

A. Nothing in this policy prohibits a student from using a personal electronic communication device for a purpose documented in the student's individualized education program, a plan developed under section 504 of the Rehabilitation Act of 1973, or a health care plan in force regarding the student.

B. A student may use a personal electronic communication device to monitor or address a health concern or medical condition upon permission granted by school administration.

C. Students may use a personal electronic communication device when the use is necessary to respond to or report an emergency. For purposes of this policy, "emergency" means an actual or imminent threat to the health or safety of students and/or school personnel, which may result in death, bodily injury, or substantial property damage.

D. A student may use a personal electronic communication device during a time at which use would otherwise be prohibited when the student has been granted permission from a staff member to use the device. If the school district implements a curriculum that uses technology, students may be allowed to use their own personal electronic communication devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or

electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.

E. A personal electronic communication device may be stored in student vehicles parked on school district property provided that the device is not removed from the vehicle while on school district property.

F. Students who need to make a call may request permission to use a telephone in the building office.

VII. DISCIPLINE

If a student violates this policy, a teacher or administrator shall take the following progressively serious disciplinary measures:

A. Give the student a verbal warning and require the student to store the student's personal electronic communication device in accordance with this policy.

B. Securely store the student's personal electronic communication device in a teacher- or administrator-controlled locker, bin, or drawer for the duration of the class or period.

C. Place the student's personal electronic communication device in the school's central office for the remainder of the school day.

D. Place the student's personal device in the school's central office to be picked up by the student's parent or guardian.

E. Schedule a conference with the student's parent or guardian to discuss the student's personal device use.

F. Apply discipline as provided under school district policies and as appropriate.

G. Other (insert as needed).

VIII. SCHOOL DISTRICT RESPONSIBILITY

A. The school district is not responsible for, nor is it required to investigate, any lost, stolen, or damaged personal electronic communication devices brought onto school grounds or the bus or school-sponsored activities or events.

B. The school board directs the superintendent and school district administration to establish additional rules and procedures regarding student possession and use of personal electronic communication devices in schools as the superintendent and school district administration find appropriate. These rules shall be consistent with this policy and other applicable school district policies. These rules and procedures should seek to minimize the impact of personal electronic communication devices on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or pursuant to similar criteria.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)

Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
29 U.S.C. § 794 (Nondiscrimination under Federal Grants and Programs)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 524 (Internet, Technology, and Cell Phone Acceptable Use and Safety Policy)

Resources: Away for the Day (www.awayfortheday.org)
MASSP/MESPA, *The Cell Phone Toolkit* (July 2024)

Adopted: 8-24-2026

RESOLUTION ACCEPTING DONATIONS

WHEREAS, Minnesota Statutes 123B.02, Subd. 6 provides: "The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education.", and

WHERAS, Minnesota Statutes 465.03 provides: "Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full." and

WHERAS, every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full;

THEREFORE, BE IT RESOLVED, that the School Board of Pipestone Area Schools, ISD 2689, gratefully accepts the following donations to **high school activities** as identified below:

Allison Douty Live Like Joe	$7,904.91	Volleyball • 24 Jerseys ($2,160) • Jaypro VB top net tape/custom graphics ($363.95) • 24 Volleyballs ($1,632) • Trainer plus VB target ($1,990) • Multi color training top net tape ($285) • Coaches box ($1,180) • Porter VB blocking hands ($117.98) • Volleyball blocking pads (175.98)

The motion for adoption of the foregoing resolution made by and duly seconded by Member and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

The foregoing resolution passed

SB/RES/2026-021
July 27, 2026
Minutes approved and dated by the board August 17, 2026

RESOLUTION ACCEPTING DONATIONS

WHEREAS, Minnesota Statutes 123B.02, Subd. 6 provides: "The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education.", and

WHERAS, Minnesota Statutes 465.03 provides: "Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full." and

WHERAS, every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full;

THEREFORE, BE IT RESOLVED, that the School Board of Pipestone Area Schools, ISD 2689, gratefully accepts the following donations the **school** as identified below:

Christ the King Lutheran	$200.00	Donation to Wellness Room
Building the Blessing	$2,500	For cement pad for Non-Verbal sign on Elementary Playground

The motion for adoption of the foregoing resolution made by and duly seconded by Member and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

The foregoing resolution passed

SB/RES/2026-021
July 27, 2026
Minutes approved and dated by the board August 17, 2026

Little Arrows Preschool

Parent Handbook

2026-2027 School Year



Dawn Samuelson – 507-562-6300 or
email dawn.samuelson@pas.k12.mn.us

Jenny Amundson – 507-562-6301 or
email jenny.amundson@pas.k12.mn.us

Angela Claar – 507-562-6269 or
angela.claar@pas.k12.mn.us

JUST PLAYING

When I am building in the block room,
Please don't say, "I'm just playing." For,
you see, I'm learning as I play About
balance and shapes.

When I'm getting all dressed up, Setting
the table, caring for the babies.
Don't get the idea I'm "just playing."
I may be a mother or father someday.

When you see me up to my elbows in paint,
Or standing at an easel, or modeling and shaping clay,
Please don't let me you say, ""He's just playing." For,
you see, I am learning as I play.
I'm expressing myself and being creative.
I may be an artist or an inventor someday.

When you see me sitting in a chair
"Reading to an imaginary audience,
Please don't laugh and think I'm "just playing."
For, you see, I'm learning as I play.
I maybe a teacher someday.

When you see me combining the bushes of bugs,
Or packing my pockets with choice things I find.
Don't pass it off as "just playing."
For, you see, I'm learning as I play I
may be a scientist someday.

When you see me engaged in a puzzle.
Or "play anything" at my school.
Please don't feel the time is wasted in "play" For,
you see, I'm learning as I play.
I'm learning to solve a problem and concentrate
I may be in business someday.

When you see me cooking or tasting foods,
Please don't think that because I enjoy it, it is just
"play."
For, you see, I'm learning as I play
I'm learning how my body works
I may be a doctor, nurse, or athlete someday.

When you ask me what I've done at school today,
And I say, "I played!"
Please don't misunderstand me.
For, you see, I'm learning as I play.
I'm learning to be successful in work.
I'm preparing for tomorrow.
Today, I'm a child and my work is play.

OUR PHILOSOPHY

It is the goal of Little Arrows Preschool to provide high-quality care and education in a safe, nurturing environment to the families and children we serve. Children's school readiness is affected by the early care and learning

experiences they receive. With current brain research from children birth to 5 it has shown these influences can help the child's ability to learn and succeed in school. Children will enter kindergarten with the skills necessary for school success!

OUR CURRICULUM

Benchmark Advance is a comprehensive literacy program that helps preschoolers build early reading, writing, and language skills. Through fun stories, songs, and engaging activities, children learn important concepts like letters, sounds, vocabulary, and comprehension. The program is designed to meet young learners where they are and help them grow step by step, preparing them for future reading success in kindergarten and beyond.

In addition to reading and writing, Benchmark Advance also brings in other important areas of learning. Many lessons connect to science, social studies, and social-emotional skills, helping children build curiosity, problem-solving abilities, and confidence in expressing their ideas. It gives preschoolers a well-rounded foundation for school and life success.

~~We use Creative Curriculum.~~ With the curriculum, each child can explore and discover as a way of learning. The curriculum enables children to develop confidence, creativity, and lifelong critical thinking skills. There are 10 areas of development and learning within this curriculum. The areas are social-emotional, physical, language, cognitive, literacy, science and technology, social studies, mathematics, the arts, and English language acquisition. With our curriculum, we use an assessment called TS GOLD. This is completed twice a year for each child that attends.

CLASS SCHEDULE

- 3-4 year olds attend Monday/Thursday or Tuesday/Friday either AM or PM
- 4-5 year olds attend Monday thru Friday either AM or PM

- AM Session 8:15-11:15
- PM Session 12:15-3:15

TYPICAL DAILY SCHEDULE

During the school day, we follow a daily schedule. Within this daily schedule are circle time, center time, snack time, free choice play time, and outside time (weather permitting). Children will be able to work alone and in groups. Teachers will take observations during the day to identify the children's needs and interests.

SCHOOL CLOSINGS/LATE STARTS

If PAS has a 2 hour late start, there will be NO morning preschool. We will run afternoon preschool the normal time, which is 12:15 p.m. to 3:15 p.m.
If there are any early dismissals the afternoon session will not meet. School announcements can be seen on the local weather channel, or heard on the radio, or you can sign up for the school app through the App Store – Pipestone Area MS/HS.

TRANSPORTATION

We have several different options for you to pick from when it comes to transporting your child to and from school. Parents can pick up and drop off their children. Use the parent pick-up and drop-off line in front of the elementary school. Parents can call the Pipestone Transit at 507-825-1180. Parents are responsible for buying tokens/passes and communicating with the transit about where to pick up and drop off their children. If older siblings ride on the bus to or from school; the preschool child can also ride with them. We are also now offering busing from Ludolph Bus Service at 11:15 and 12:15 times. To set up that service call Ludolph Bus Service at 507-825-2303.

DROP OFF AND PICK UP TIME

If you are dropping off your child for either AM or PM session, please do not bring them prior to **7:50** for the morning session and **11:55** for the afternoon session unless you have made arrangements with the classroom teacher. Teachers are planning lessons and attending school meetings.

EARLY DISMISSAL DAYS/Early Childhood Screenings

Your teacher will send a calendar home monthly. On this calendar will be days of **NO SCHOOL**. When there is an early dismissal. Follow the early out schedule provided by your classroom teacher. We do Early Childhood

Screenings three times a year at the preschool. When we do those, there will also be **NO** preschool that day.

******New schedule due to the early out schedule on most Wednesdays******

On those, Wednesday's the morning session classes will be held on the 1st & 3rd Wednesday of the month and for the afternoon session classes will be held on the 2nd & 4th Wednesday of the month in the morning.

OPEN HOUSE

We will have an open house before school starts so your child can become familiar with the classroom and the staff that will be there.

SNACKS

We do have a snack every class day. A snack calendar will be sent home every month of who brings the snack on which days. Some examples of snacks include: crackers, cheese sticks, yogurt, pretzels, chex mix, pudding, applesauce, granola bars, or fruit cups.

BREAKFAST/LUNCH

If your child attends the AM session they will be offered breakfast that is provided by the school. If your child attends the PM session they will be offered lunch that is provided by the school.

TUITION

There is no cost to families for preschool.

TOILETING

~~Preschool students attending the 3 and 4 year old preschool class do not need to be potty trained students attending the 4 and 5 year old program do need to be potty trained.~~

Preschool students enrolled in the 3- and 4-year-old program are not required to be toilet trained.

Students enrolled in the 4- and 5-year-old program are expected to be toilet trained prior to enrollment.

~~Your child does not need to be toilet **fully** trained to attend preschool.~~

~~If your child wears diapers or other toileting products, please send a supply to be kept at school, including diapers or pull-ups and wipes. If your child is in the process of toilet training, please communicate any strategies being used at home so staff can support consistency between home and school. If your child is transitioning to underwear, please send an extra set of dry underwear and clothing (pants, socks, etc.) in their backpack in case of accidents.~~

If your child wears diapers, pull-ups, or other toileting products, please provide an adequate supply of diapers/pull-ups and wipes to be kept at school. If your child is currently toilet training, please share any routines or strategies used at home so school staff can provide consistent support. Children who are transitioning to underwear should bring an extra set of clothing, including underwear, pants, and socks, to keep in their backpack or at school in case a change is needed during the school day.

ILLNESS

If you as a parent feel that your child is not feeling well it is best for them and the rest of the class if they stay home. If your child becomes sick or ill during the school day parents will be notified. For illness purposes please keep us informed on new phone numbers. Below are common illnesses and a guide for you to follow.
*A fresh **cold** – nasal discharge, cough, watery eyes which have developed within 24 to 48 hours and are contagious keep your child home.
*Must be **fever** free for 24 hours before returning to school.
*If your child has **vomited** or had **diarrhea** keep home for 24 hours after symptoms have resolved and the child can keep food and fluids down.
***Strep throa**t you must wait 24 hours after antibiotics have begun.
*If your child has **pink eye** they need to have used prescribed eye ointment and should not return to school for 24 hours.

IMMUNIZATIONS

Every child has to have a record of their immunizations in their file. The school nurse will notify you if there is more information needed.

MEDICATIONS

If your child needs to take any medications, they need to come to school in the pharmacy bottle and notes. The medicine can be given to the school nurse.

ABSENCE

If your child is going to be absent for the day let the teacher know. You can either call the office at (507) 562-6204 or email the teacher.

CLOTHING

Please have your child wear comfortable clothing to school. We do some messy activities so do not send clothes that you don't want to get stained. We do art projects, we have playdough in the classroom as well as a sand/water table. Extra clothes can be sent in the backpack or we can store them at school in a Ziploc bag.

DISCIPLINE POLICY

Discipline is a vital component of the learning process of a child. Gentle discipline is a means of teaching, guiding, and training. When boundaries and expectations are clearly defined, children feel secure. By setting rules and clearly communicating expectations, misbehaviors can be avoided and children can develop self-discipline and self-control. Children will be reminded of the rules, redirected, separated from the problem situation, or sometimes given a brief time-out. Time-out is the removal of a child, for a short period of time, from a situation in which the child is misbehaving and has not responded to other discipline techniques. The space is usually a chair and is located away from the classroom activity but within the teacher's sight. During the time-out, the child has a chance to think about the misbehavior which led to their removal from the group. After a brief interval, the teacher discusses the incident and appropriate behavior with the child.

PIPESTONE AREA ELEMENTARY

STUDENT/PARENT HANDBOOK SIGNATURE PAGE

After reading the Student/Parent Handbook, please sign the appropriate lines below and return the form to your child's classroom teacher.

We, the parent (s)/guardians of, agree to follow the policies outlined in the student handbook for the current school year. We recognize the right and responsibility to discuss the rules and policies with our child and recognize it is the right and responsibility of the staff and teachers to make the rules and reinforce them.

Student name _____ Grade _____

Signature of Parent/Guardian_____Date_____

Signature of Parent/Guardian_____Date_____

Please sign and return this page to the office.

Pipestone Area Schools

2026 - 2027

Elementary Student & Parent Rights and Responsibilities Handbook



Pipestone Elementary School

Pre-K—5

1401 7th St SW

Pipestone, MN 56164

Welcome to Pipestone Elementary School — Home of the Arrows!

Dear Pipestone Area Students and Families,

As we prepare to begin the 2026–2027 school year, I hope you've had a summer full of rest, adventure, and special memories with family and friends. We get to come together again, refreshed and ready to embark on an exciting new year of teaching, learning, and growing.

It is my great pleasure and honor to lead the Pipestone Elementary team and serve you as your principal. I am filled with enthusiasm for the year ahead and look forward to working alongside our dedicated staff, incredible students, and supportive families to provide every child with the best educational experience possible. At Pipestone Elementary, we believe that *every child* deserves a school where they are personally known, valued, love, supported, and challenged to reach their fullest potential.

As we begin this journey together, it is my mission to make this school year the best one yet. Education is a lifelong process, and I firmly believe that students must always remain at the heart of every decision we make. Most importantly, I value relationships. When we work together as a team — families, school staff, and community — we can create a safe, warm, and welcoming learning environment where every individual feels respected, supported, and connected. We strive to cultivate a school culture rooted in kindness, high expectations, and a true sense of belonging for all.

This handbook is filled with important information regarding school policies, procedures, and routines. I encourage parents, guardians, and students to review it together as a family. Understanding these expectations helps us maintain a consistent, caring, and successful learning environment for everyone. Open, honest communication between home and school is one of the most important ingredients to student success. We are here to partner with you, and we welcome your input and collaboration.

As we head into the 2025–2026 school year, we remain committed not only to academic excellence but also to nurturing each child's social, emotional, and physical well-being. We will continue to provide engaging lessons, meaningful learning experiences, and opportunities for students to grow as learners and as people. Whether in the classroom, on the playground, or at school events, we want our students to feel confident, supported, and proud of who they are becoming.

Please know that I have an open-door policy. I genuinely value your feedback, thoughts, and ideas. I encourage you to reach out at any time — together, we can ensure that Pipestone Elementary continues to be a place of growth, joy, and success for all students.

Thank you for your partnership, your trust, and your commitment to your child's education. I am excited and honored to serve the Pipestone Elementary family, and I cannot wait to see all that we accomplish together.

Here's to an incredible year ahead!

With Arrow Pride,

Jennifer Moravetz

Mrs. Jennifer Moravetz
Elementary Principal

Welcome .....pg 2
PAS Information .....pg 3
General Information .....pg 4
Elementary Office 4
School Day 4
Before/After School Supervision 4
Student Entrance 4
Student Drop-off 4
Student Pick-up 4
Bus Loading and Unloading area 4
After School Plans 5
Bicycles 5
Bus Transportation 5
Communication 5
Dress Code 5
Elastic Clause 5
Emergency Plans & Drills 5
Emergency Phone Numbers 5
Field Trips 5
Gifts 6
Gym 6
Library 6
Lost and Found 6
Money 6
Multi-Tiered Systems of Support 6
Party Invitations 6
Pets and Animals 6
Photo & Video Use 7
Pledge of Allegiance 7
Security 7
Smoke/Tobacco-Free Environment 8
Telephone Calls 8
Toys 8
Visiting the school 8
Weather Guidelines 9
Weather/Emergency Dismissal 9

Attendance .....pg 9
Excused & Unexcused Absences 10
Tardies 10
Truancy Policy 10
District/School Responsibility 10
Levels of Intervention 11
Truancy Meeting 11
Academics ..... pg 11
Communication/conferences 11
E-Learning Days 12
Report Cards 12
Testing 12
Special Programs & Supports .....pg 12
Assessment 13
Program Planning 13
Special Education 13
Food Services .....pg 13
Breakfast & Lunch 13
Backpack program 13
Free & Reduced 13
Allergies 13
Health Services .....pg 13
Accidents 14
Health/Medical Policy 14
Illness 14
Immunization policy 14
Medication/Prescription Policy 14

Student Conduct & Discipline.....pg 15
Bullying Prohibition 15
Cell phones /Gizmo Watches 15
Policy Against Religious, Racial, Sexual 16
Harassment & Violence policy 16
Technology/Internet Use 16
Vandalism 16
Weapons Policy 16
School Board Policies 17
Statewide Assessments 17
2026-27 School Calendar.....pg 18
Notice of Non-Discrimination.....pg 19
Parent Signature Page.....pg 20

The Pipestone Area School Board and school administration has reviewed the discipline policy as part of the process of adopting this handbook.

Board of Education

Brad Carson,, Chrissy DeBates, Katie Wiese, Daphne Likness, Mark Hiniker and Tyler Fruechte, Tami Taubert

Administration

Dr. Klint Willert	Superintendent
Sonja Ortman	Secondary Principal
Jennifer Moravetz	Elementary Principal
Lisa Pease	Coordinator of Curriculum, Teaching and Learning
Jacqueline Kennedy	Business Manager
Leonard Burzynski	Maintenance Supervisor
Kim Tuin	Food Nutrition Service Taher Food Service

Pipestone Area School District #2689

Pipestone Area Middle/High School
(grades 6 - 12)
1401 7th St SW - Pipestone, MN 56164
Phone: (507) 825-5861 Fax: (507) 825-6729

Pipestone Elementary
(PreK - 5)
1401 7th St SW - Pipestone, MN 56164
Phone: (507) 562-6200 Fax: (507) 562-4820

Heartland School
(grades K - 8)
2171 100th Avenue - Lake Benton, MN 56149
Phone: (507) 368-3250 Fax: (507) 368-3250

Pipestone Area Schools website
http://www.pas.k12.mn.us

General Information

Elementary Office

Elementary Office hours are from 7:00 am to 4:00 pm Monday through Friday. If you should need to contact the office for any reason during this time, the telephone numbers are:

- Pipestone Elementary 507 - 562 - 6200
- Pipestone Area Middle/High School 507 - 825 - 5861

Voice mail is available in the main offices and classrooms in the event that no one is available to answer your call. Summer office hours are subject to change and will be posted on the school website as well as on the school doors.

School Day

The elementary school day begins at 8:15am and ends at 3:15pm Students are expected to arrive on time and remain at school for the entire instructional day unless excused by a parent/guardian and approved through the school office.

First Bell rings	8:05 am
Classes begin	8:15 am
Dismissal	3:15 pm

Before and After School Supervision

Student supervision is available beginning at 7:30 am each school day.

Students arriving before school may:

- Eat breakfast in the cafeteria.
- Participate in supervised outdoor recess, weather permitting.

Breakfast and recess are supervised by school staff beginning at 7:30 am Students should not arrive before 7:30 am unless participating in a school-sponsored activity supervised by school personnel.

At the end of the school day, students should leave school grounds promptly unless they are participating in a supervised school activity. Parents/guardians are responsible for making arrangements for students immediately after dismissal.

Student Entrance

For safety and security, all elementary students must enter the building through the main east entrance doors each morning.

Students arriving for breakfast or morning recess should enter through the designated east-side entrance. All visitors, including parents and guardians, must check in through the main office when entering the building during the school day.

Student Drop-Off

To ensure the safety of all students, families dropping off students should use the designated northeast-side drop-off lane or by walking them to the main entrance.
Please note:

- The parking lot is **not** a student drop-off area.
- If you choose to park, you must park in a designated parking space and walk your child safely to the school entrance.
- Vehicles should not stop in parking aisles or travel lanes to unload students.
- Students should not walk unattended through the parking lot.
- Students should exit vehicles only in the designated drop-off area.

Following these procedures helps maintain traffic flow and provides a safe arrival environment for all students.

Student Pick-Up

All student pick-up takes place on the northeast side of the elementary school. Either through the designated pick-up line or meeting your child at the elementary main entrance.
Please note:

- The parking lot is **not** a student pick-up area.
- If you choose to park, you must park in a designated parking space, walk to meet your child on school grounds, and escort them back to your vehicle.
- Students should not walk unattended through the parking lot to meet vehicles.
- Vehicles should not stop in parking aisles or travel lanes to load students.

These procedures help ensure a safe and orderly dismissal for all students.

Bus Loading and Unloading Area

The west side of the elementary school is designated for school buses only.

For student safety:

- Parent pick-up and drop-off are not permitted on the west side of the building.
- Families should not use bus loading and unloading areas during arrival or dismissal times.
- Students should only access the west side when riding district transportation or under the direction of school staff.

Keeping parent traffic separate from bus traffic helps protect students and allows for safe and efficient transportation operations.

After School Plans

The school maintains a file with student's registration sheets, which includes after school plans. If at any time during the year, those plans change, please notify your student's teacher as well as the main office.

For the safety of all students, the school must receive a message from a parent or guardian whenever a student will be going home with someone different, riding a different bus, being picked up by a different person, attending an activity, or following any plan other than their usual after-school routine. Changes should be communicated before the end of the school day whenever possible.

Bicycles

If your child rides their bike to school, all bicycles must be parked in the bicycle racks provided. The school district does not assume responsibility for damaged or stolen bicycles. For your child's safety, your child should walk their bike across the street and NOT ride their bike at crosswalks.

Bus Transportation

ISD #2689 contracts with Ludolph Bus Service. The bus service phone number is 507-825-2303.

According to Minnesota Law, riding the bus is a privilege. It is important to maintain a safe environment for all bus riders. If the rules are not followed, the privilege to ride the bus may be withdrawn. Serious violations or continued misbehavior may require permanent removal from the bus. See pg. 29 under student conduct for bus rules.

Communication

At Pipestone Elementary, we believe that strong communication between home and school helps students succeed. We use SeeSaw and email as our main ways to share information with families.

Please be sure the school has your current email address and that you are connected to your child's SeeSaw account. If your contact information changes during the year, contact the school office to update it.

Dress Code

Students are expected to dress appropriately for the school day, weather conditions, and school activities. Appropriate dress and grooming help create a safe, respectful, and productive learning environment.

Students may not wear clothing that includes, but is not limited to, excessively short shorts or skirts, skimpy tank tops, tops that expose the midriff, or clothing displaying offensive language, inappropriate images, or references to alcohol, tobacco, vaping products, or drugs. Please refer to School Board Policy #504 for additional information.

To help keep students safe and comfortable during colder weather, shorts and short skirts should not be worn between October 15th and April 15th unless prior approval has been granted by school administration. Exceptions may be made based on weather conditions. Students who wear shorts or short skirts during this timeframe without approval will be asked to change into appropriate clothing.

Students wearing apparel that does not meet school expectations may be asked to change clothing, contact home for assistance, or wear clothing provided by the school. Families are encouraged to keep an extra set of seasonally appropriate clothing at school for their child if needed.

Elastic Clause

The student handbook does not include everything that may possibly happen during the school year. If any situation not specifically covered should arise, the administration will make every effort to act fairly and quickly. The best interest of the student, school, and community will be considered. Each situation is different and will be handled on an individual basis. All school board policies and procedures must be followed.

Emergency Plans & Drills

The school district has a written plan regarding tornado or emergency evacuations of the buildings. School personnel have a specific written plan regarding the complete procedure for each and is reviewed each year by the Site Council.

All staff and students will participate in emergency evacuation drills, ALICE drills, as well as fire and tornado drills throughout the school year for the protection of all persons in the building.

Emergency Phone Numbers

We must have on file the name, address and phone number

of a relative or friend in case we cannot reach you in an emergency. It is important that this record be kept current. Please notify the office if there are changes or additions during the school year.

Field Trips

Field trips are an extension of the classroom and are planned to enhance, enrich, and supplement the educational program. These experiences provide meaningful, hands-on learning opportunities that support classroom instruction, reinforce curriculum standards, promote student engagement, and extend learning beyond the school setting.

Students may have the opportunity to participate in voluntary field trips throughout the school year. Some field trips may require a participation fee for admission or program costs. No student will be denied participation solely because of an inability to pay. Families needing financial assistance are encouraged to contact the school principal to discuss available options.

Participation in a field trip is a privilege, not a right. Students are expected to consistently demonstrate responsible behavior, positive citizenship, regular attendance, satisfactory academic effort, and compliance with all school rules, District policies, and staff expectations. Students represent Pipestone Area Schools while participating in school-sponsored activities and are expected to conduct themselves in a safe, respectful, responsible, and cooperative manner at all times.

The principal or designee may determine that a student is not eligible to participate in a field trip when participation is not in the best interest of the student, other students, or the District, or when participation may compromise the safety, supervision, or educational purpose of the trip. In making this determination, the principal or designee may consider factors including, but not limited to:

- Repeated or serious behavioral concerns;
- Disciplinary referrals, suspensions, or violations of the Student Code of Conduct;
- Safety concerns involving the student or others;
- Excessive absences, truancy, or attendance concerns;
- Failure to meet classroom, academic, or school expectations;
- Failure to follow school rules, District policies, or staff directions;
- Previous misconduct during school-sponsored activities or field trips;
- The level of supervision required for the student in relation to available staff and resources; or
- Other school-related circumstances that may interfere with the safety, supervision, orderly operation, or educational objectives of the field trip.

Whenever practical, parents/guardians will be notified in advance if their child is not eligible to participate in a field trip and will be informed of the reason for the decision. Students who are not eligible to participate in a field trip may be required to attend school and will be provided with an appropriate educational assignment or supervised learning opportunity, as determined by the school.

The principal or designee reserves the authority to make all final decisions regarding student eligibility to participate in field trips. Such decisions are made on an individual basis after consideration of the relevant circumstances and are final.

Nothing in this section shall be interpreted as creating a right to participate in any field trip. The District reserves the right to establish and enforce reasonable participation requirements to ensure the safety of students, maintain appropriate supervision, and preserve the educational purpose of all school-sponsored field trips.

Gifts

Gifts such as flowers and balloons delivered to the school are discouraged. If such gifts are delivered, they will be kept in the office and will be given to the student at the end of the school day at 3:15pm.

Gym

Students have PE each day. If a student must miss PE for injury or illness, a note must be written and signed by the parent/guardian stating the injury, PE restrictions, and the timeframe for the restrictions. A doctor's note is preferred.

Library

Students check out library books once a week. The replacement cost of the book is owed in the event that the student loses or damages a library book. ~~It is school policy that students having an overdue or lost library book(s) at the end of the school year will NOT be issued final report cards until the items are returned or paid for.~~ Families will be notified of any overdue, lost, or damaged library materials. If a family is unable to pay the replacement cost, they are encouraged to contact the school to discuss alternative arrangements. Should the student not return the library book or pay for the cost of damages, the school reserves the right to take appropriate action to recover the cost of the materials.

Lost & Found

Each year we have a large collection of clothing which has not been claimed. Remind your child to check the lost and found area located outside the main office when something disappears at school. Pictures of lost items will be sent out via SeeSaw as well. Lost articles that are not claimed by the end

of the school year will be given to charity. We are not responsible for lost items.

The following considerations should be taken to help eliminate lost items:

- Clearly label your child's coats, snowpants, sweaters, caps, mittens, gym shoes and boots with full name.
- When an article is lost, have your child report the loss as soon as possible.
- Use caution in allowing articles of sentimental or monetary value to be brought to school.

Money

Students are discouraged from bringing cash to school. Paying by check eliminates the problem of money being lost on the way to school. Please make checks payable to: Independent School District #2689 or Pipestone Area schools.

Multi-Tiered System of Supports (MTSS)

At Pipestone Elementary, we are committed to helping every student grow academically, socially, and emotionally. We use a framework called MTSS (Multi-Tiered System of Supports) to make sure all students receive the support they need to be successful.

MTSS is a system that provides different levels of support based on each student's individual needs:

- Tier 1: All students receive high-quality classroom instruction in both academics and social-emotional learning (SEL). SEL lessons help students learn important skills like managing emotions, making good choices, and working well with others.

- Tier 2: Some students may need extra help in certain areas. Small group instruction or special lessons may be provided to support specific academic or social-emotional needs.

- Tier 3: A smaller number of students may need more intensive, individualized support. This could include one-on-one instruction, specialized programs, or support from school specialists.

MTSS allows us to monitor progress, provide help early, and adjust support as needed to help all students succeed both in the classroom and in building positive relationships.

We believe in working together with families to support each child's growth and learning.

Party Invitations

Party invitations are not to be handed out at school. This helps to prevent hurt feelings among students who may not receive an invitation.

Pets and Animals

Pipestone Elementary School recognizes that animals can enrich the educational experience and bring joy to students. However, to maintain a safe and healthy environment for all students, staff, and visitors, the following guidelines apply to any animals brought onto school property:

1. Prior Approval Required

- Any animal brought to school must have prior approval from the building principal or designated administrator.
- Approval requests should include:
    - Purpose of the visit (curriculum connection, reward, special event, etc.)
    - Type of animal and breed (if applicable)
    - Owner/handler name and contact information
    - Date, time, and location of the visit
    - Vaccination records
- Approval is not guaranteed and will depend on the activity's educational value, student needs, and safety considerations.

2. Purpose of Animal Visits

Animals may be permitted in school for:

- Educational presentations or demonstrations
- Curriculum-related activities
- Social-emotional learning activities
- Class pets, if approved by administration and managed properly
- Service animals for students or staff as protected under the Americans with Disabilities Act (ADA)

3. Health and Safety Requirements

- All animals must be healthy, clean, and current on vaccinations including rabies vaccine. Owners will be asked to provide vaccination records prior to visitation to the school.
- Animals must be properly leashed, kenneled, or contained at all times, with direct adult supervision.
- Animals showing aggressive behavior, excessive barking, or unpredictable tendencies will be required to leave school grounds immediately.
- Handlers are responsible for cleaning up any waste produced by the animal during the visit.

4. Allergy and Medical Considerations

- Teachers must notify the principal and school nurse in advance of any planned animal visits to address student medical needs.
- Families will be informed of upcoming animal visits through classroom newsletters, email, or other communication tools.
- If a student has a known allergy, asthma condition,

or fear of animals, alternative activities or seating arrangements will be provided.

5. Personal Pets

- Personal pets are not allowed at arrival, dismissal, or other times unless part of an approved event or educational activity.
- "Show-and-tell" visits involving pets must be arranged in advance and follow all outlined safety guidelines.

6. Therapy and Service Animals

- Therapy animals used for emotional support or educational enrichment must come with a certified handler from an approved therapy animal organization.
- Service animals that assist individuals with disabilities are permitted in accordance with federal and state laws and school policy. Documentation may be requested where appropriate under law.

7. Prohibited Animals

For the safety of students, the following are **not permitted** on school grounds under any circumstances:

- Exotic animals (e.g., snakes, lizards, spiders, wild animals)
- Farm animals (unless part of an approved educational event)
- Animals with a known history of aggression or biting

8. Responsibility and Liability

- The animal owner/handler is solely responsible for the behavior and well-being of the animal while on school grounds.
- The school reserves the right to deny or revoke permission for any animal visit at any time based on health, safety, or disruption concerns.

Photo & Video Use

Photos of students are taken throughout the school year and may be published on Pipestone Area Schools social media platforms only. During our Back to School Open House, a consent form will be included in your child's informational packet. Fill out this form to approve or deny permission to have your child's photo taken and placed on PAS social media. Contact the school office if you did not receive this form.

Pledge of Allegiance

Pipestone Elementary Schools will recite the Pledge of Allegiance daily during the school year. Any student who wishes **NOT** to participate in the reciting of the pledge may do so and other students shall respect that right.

Security

To provide a safer environment for all students and staff, the following safety practices will be followed each school day:

ALL doors will be locked after 8:15 am to the elementary school. Any entry into the building must be through the front doors and follow security procedures provided.

All visitors/guests are expected to enter through the main doors (via the intercom) and report to the main office to follow the current registration practice. Upon arrival, guests must state their purpose for their visit, check-in, and then check-out when leaving the building. All visitors must check in through the rapport system located in the main elementary office with their driver's license. All visitors must wear a visitor badge at all times while in the building. For safety and security, visitors are required to remain in the area they indicated upon check-in and may not visit other parts of the building without prior approval from administration.

To maintain a secure learning environment, parents/guardians are not permitted to freely walk through the building during student drop-off or pick-up times. Any parent/guardian who needs to go beyond the front entrance area must check in through the Raptor Visitor Management System and receive a visitor badge before proceeding into the building.

If a parent/guardian needs to drop off an item for a student during the school day, the item should be left in the main office. Office staff will ensure that the item is delivered to the student or classroom as appropriate. Parents/guardians should not proceed directly to classrooms without prior authorization and completing the visitor check-in process.

Security cameras have been installed throughout the elementary to office personnel to monitor activities inside and outside of the school building which will help to provide a safer environment for all students and staff.

Smoke/Tobacco-Free Environment:

Smoking and use of tobacco products is prohibited by students and adults within all owned and leased school buildings and school vehicles of Independent School District #2689.

Telephone Calls

Students will not be interrupted during the school day by phone calls or messages except in the event of an emergency.

If it is necessary to reach your child at school, please contact the main office, and office staff will relay the message to your child's classroom teacher.

In most cases, teachers will not answer calls to their classroom when they are teaching or supervising students.

Parents/guardians are encouraged to contact teachers before or after the school day whenever possible.

You may also communicate with the teacher via email or

voicemail.

Toys

Students should leave toys, trading cards, collectibles, and other personal items at home, including but not limited to action figures, stuffed animals, fidget toys, dolls, sports cards, Pokémon cards, gaming cards, and similar items. Students may not buy, sell, trade, exchange, or gamble with toys, trading cards, personal belongings, money, or other items while at school. These activities can create distractions, lead to conflicts between students, result in lost or damaged property, and disrupt the learning environment..

The school is not responsible for lost, stolen, traded, or damaged personal items brought from home. Any items that become a distraction to learning or create a conflict between students may be held by school staff and returned to the student at the end of the day or released to a parent/guardian.

We appreciate families' support in helping students arrive at school focused, prepared, and ready to learn.

Visiting the School

Parents/guardians, community members, and guests are always welcome and encouraged to visit our school. We value strong partnerships with families and the community, and we believe these connections support student success. To maintain a safe, respectful, and focused learning environment, the following visitor expectations and procedures are in place:

- **Advance Notice:** If you plan to visit the elementary school during school hours, please contact the main office in advance. This helps us prepare for your visit and minimize disruption to the school day.

- **Check-In Procedures:** All visitors must enter through the main entrance and report directly to the main office. As part of our district's safety procedures, every visitor must register using the Raptor system. This system performs a quick background check and allows us to monitor who is in the building.

- **Visitor Badges:** After check-in, visitors will receive a name badge that must be worn and visible at all times while in the building. This badge indicates you have checked in appropriately and are authorized to be in the school.

- **Purpose and Location of Visit:** Visitors must state the purpose of their visit and are expected to remain only in the designated area related to that purpose. Visits to classrooms or instructional spaces must be pre-approved by both the classroom teacher and a school administrator.

- **Respect for the Learning Environment:** To protect instructional time, visitors are not permitted to disrupt the teaching and learning process. Visitors should not engage with students or staff in ways that interrupt instruction, classroom routines, or the professional responsibilities of employees.

- **Supervised Interactions:** Visitors may not interact one-on-one with students unless it is part of a scheduled event or volunteer activity that has been approved and supervised by school staff.

- **Volunteer Opportunities:** We welcome and appreciate parent/guardian volunteers in a variety of roles throughout the school. Volunteer opportunities must be coordinated through the main office and your child's teacher.

- **Principal Discretion:** The building principal has the authority to limit or revoke visitation privileges if safety protocols are not followed or if the visit is deemed not in the best interest of students, staff, or the school district.

Thank you for partnering with us to create a safe, respectful, and supportive school environment. For more details, please refer to School Board Policy #903.

Weather Guidelines

Exercise, fresh air, and play are important components of our students' daily routines. As the weather changes throughout the year, it is important that students come to school dressed appropriately for the conditions.

Students will spend time outside before school and during recess each day except during rainy weather, extreme cold, or other unsafe weather conditions.

In general, students will remain indoors if the temperature or wind chill is 0°F or below, or at the discretion of the principal and/or playground supervisor.

Pipestone Area Schools uses weather information from AccuWeather and local weather services when making decisions regarding outdoor activities.

Playground supervisors may cancel outdoor recess if weather conditions deteriorate after students have already gone outside.

Parents and guardians are encouraged to send students with appropriate outdoor clothing, including coats, hats, gloves, snow pants, and boots when seasonal weather requires them. If your family needs support providing winter clothing for your child, please reach out to the building principal. We are happy to partner with families to ensure every student is

warm, safe, and ready for outdoor play.

The school requires appropriate winter gear when snow or slush is present on the playground, including snow pants and boots for outdoor play in snow-covered areas.

Also, please prepare your child with hats, gloves, and a coat.

If families need assistance in obtaining winter clothing, contact your student's teacher **:** or the building principal.

Students who do not wear snow pants and boots will be required to stay on designated areas such as paved or dry areas.

When staff feels the playground is safe and temperatures start going above 65 degrees, students may no longer be required to wear these winter items. Please ensure students have an extra set of clothes at school in case they become wet or muddy during the day.

Weather/Emergency Dismissal

Official announcements regarding the operations of School District #2689 will be broadcasted on the following stations:

- KLOH - 1050 AM
- KISD - 98.7 FM
- KELOLAND Closeline
- Dakota News Now
- School Messenger

Listen and watch for these announcements, **PLEASE DO NOT CALL THE SCHOOL.**

All bussed families **must** list a residence their child(ren) can stay at in case school is in session and the buses do not travel due to inclement weather. Bussed students will be instructed to remain at their designated storm homes. This information is included in the student information sheet handed out at the beginning of the school year.

Attendance

The attendance expectation for students of Pipestone Elementary is to attend school every day possible. The PAS Elementary goal for all students is to achieve 96% attendance for the year, which would be no more than 7 excused or unexcused absences for the year.

Severe/Chronic—less than 91% (15 or more absences)
Chronic—92-93% (11-14 absences)
At Risk—94-94% (7-10 absences)
Satisfactory—96-99% (1-6 absences)
Exemplary—100% (0 absences)

Consistent school attendance leads to consistent academic progress. Minnesota State Statute requires that children attend school. For students under the age of 12, it is presumed that it is a parental responsibility to ensure the child's attendance. The principals and staff of the Pipestone Area School District will take the responsibility to promote consistent school attendance through an early intervention plan. Parents must notify the school on the day their student is absent or tardy. Please notify the school NO LATER than 8:30 am. The school office manager will attempt to call the parent/guardian before 11:00 am to verify all student absences if no notification is received. Keep the school updated on changes to telephone and e-mail contact information.

Below there is a list of excused and unexcused absences and some of the factors used to make that determination. This is not a complete list. The school remains the final decision maker as to whether or not an absence is considered excused. If a student is absent without lawful excuse on three or more days or any part of the school day, they are considered ~~as~~ truant. Truancy is a violation of Minnesota State Law (see Truancy on page 12). The law also mandates that parents compel their children to attend school. There are potential criminal penalties if a parent fails to do so. This can include fines and potentially jail time.
Research data tells us that students who become truant do not perform as well in school as those who attend school each and every day. Truancy could also lead to a student dropping out of school and sabotaging their opportunity for future employment success. The community, schools, parents and the student share in the responsibility to promote regular attendance.
Periodically, requests are received from parents to have their child excused from school for reasons other than illness or family emergency. If a parent decides to keep a child out of school for a special vacation, please inform the teacher and the school office prior to the absence. A plan for completion of student work will be created by the teacher and family.

*Students returning to school following an absence will be expected to complete appropriate assignments within a reasonable period of time set forth by the teacher.

*Leaving school grounds without permission of school personnel shall be subject to disciplinary action.

Excused Absences/Tardies

Included, but not limited to…

- **Appointment** (Medical, dental, mental health)
- **Family Emergency**
- **Funeral**
- **Religious holiday**
- **Late bus**
- **Weather**
- **Illness/hospitalization**
    - Doctor's note required if absent 3 days or longer OR if within chronic absence range
- **Out of town/Vacation**
    - Prior notice and making up work ahead of

time required * No more than 5 days for a school year, without approval from principal

Unexcused Absences/Tardies

Included, but not limited to…

- **Need for sleep/rest**
- **Missing the bus**
- **Employment/child care issue**
- **Illness/hospitalization**
  - without a doctor's note if gone more than 3 days or within chronic absence range
- **Out of town/vacation**
  - without prior notice and making up work ahead of time *if more than 5 vacation days for the year without principal approval

Tardiness

One of the most valuable life skills a student can learn is the responsibility of arriving at school every day on time. Any student who is NOT in his/her classroom by 8:15 am will be considered tardy. Students must report to the office to get an admittance slip if they enter the building after the 8:15 am bell. It is the responsibility of the parents to get their children to school on time.

Students arriving after 10:00 am will be marked absent for a half day. Tardiness is included on our student attendance records and without an excused reason for the tardy, the half day absence will be considered unexcused. When a student accumulates five unexcused tardies, the tardies will be considered one unexcused absence. Each five unexcused tardies accumulated thereafter will result in an additional unexcused absence.

Truancy Policy

Pipestone County Truancy Project 2007-2008
Adopted by Pipestone Area & Edgerton Public School Districts, 4/21/08

Code sections in **bold** updated for PAS Elementaries 4/10/16

What is the definition of truancy?

There are two classifications of truancy according to Minnesota law.

1. A **continuing truant** is a student, under the age of 18, who is absent from attendance at school without lawful excuse for:

** 3 or more days in one school year in elementary school; or
** 3 or more class periods or 3 or more days in one school year in middle, junior and senior high school. **(Minnesota Statutes 260A.02, subd. 3)**

2. A **habitual truant** is a student, under 18, who is absent without a valid excuse for:

**7 or more days in elementary school; or
1 or more class periods on seven school days or seven or more days in middle, junior and senior high school. **(Minnesota Statutes 260C.007, subd. 19)

District/School Responsibility

The school is the arbitrator of whether or not a student's absences are excused or unexcused. Examples of excused absences could be parent/doctor verified illness, family emergencies and medical/dental appointments. Examples of unexcused absences could be overslept, babysitting, missed the bus and no call/note from the parent. Family vacations may be considered unexcused if prior arrangements have not been made with the school.

The district, under the umbrella of the mission of public education, shall provide instruction to every child between the ages of 7 and 18 (Minnesota Statute 120A.22, subd. 5). This means according to Minnesota Statute 260A.03, a child who has one to three unexcused absences, the parent/guardian must be notified immediately. The school is legally responsible to begin the intervention (see Truancy Intervention Levels) which includes parent/guardian notification. It also includes the school setting up a meeting with a parent and child (and Family Services after 3-6 absences) and/or detention for the child. A school is required to report the student in violation of the law at seven unexcused absences according to Minnesota Statute 260C.143.

Parent/guardian Responsibility. Parents hold primary responsibility for their child's attendance at school (MN Statute 120A.22, subd. 1). Failure for parents to compel their children to attend school could result in criminal penalties. (**Minnesota statute 120A.34)**

Any student between the ages of 17 and 18 may withdraw from school if the student's parents or guardians do the following:

**Attend a meeting with school personnel to discuss the educational opportunities available to the student including alternative education opportunities; and
**Sign a written election to withdraw.

Pipestone County's Responsibility

Upon receipt of the Truancy Offense Report and Referral form from the school:

**Review the information to ensure that the Truancy Offense Report and Referral form is complete.
**Participate in a team meeting with the child/family/school.
**Provide intervention and services as needed to assist the child to return to school and stay in school.
**Involve the court only when necessary.

Levels of Intervention

Level I School/Parent Intervention
1-2 Unexcused Absences

- Letter to parent(s) with the School Truancy Policy included as well as the student's attendance record
- Explanation of attendance laws
- Communication with parent(s)/guardian
- Transportation alternatives
- Provide incentives for good attendance or behavior

Level II Chronic Truant
School/Parent/Community/Social Services Intervention
3-6 Unexcused Absences

- Monitor attendance
- Meet with parent(s), student, Social Services and relevant community referrals
- Individual and/or family counseling referrals
- Tutor, mentor or peer helper services
- Provide incentives for good attendance or behavior
- Individual behavior/academic contract with student

Level III Habitually Truant
School/Parent/Community/Social Services and Court Intervention
7 or more Unexcused Absences

- Mandated Educational Neglect report to Social Services
- Provide incentives for good attendance or behavior
- Individual behavior/academic contract with student
- Referral for County Attorney for court involvement which may include:
    1. Community work service or Sentence to Serve Crew
    2. Psychological and/or chemical dependency evaluation and counseling
    1. House arrest
    2. Out-of-Home placement
    3. Revocation of driver's license until the age of 18

Truancy Meeting

1. School identifies students that would be deemed "chronic truant" (5 unexcused absences) or chronically absent (attendance rate less than 94%, 11 or more absences for the year).
2. School sets up a meeting with student's parents, giving the parents at least a week's notice.
3. Have the meeting. School will present updated attendance, grades, and missing assignments at the meeting.
4. If attendance doesn't improve:
    A. Social worker will set up another meeting.
    B. The school may have to file educational neglect report.
5. Through the process, follow-up letters and calls will be made to families by the school social worker.

Academics

Communication/Conferences

Parent-teacher conferences will occur during the Back to School Open House in August prior to the first day of school and in November.

If you would like to schedule a conference at any point during the year, please contact your student's teacher during school hours.

Student-led conferences will take place in March.

Teachers will communicate ongoing with families throughout the school year, providing regular updates on student progress.

E-Learning Days

In the event of a school closure due to inclement weather, learning expectations for all students may continue through "e-learning" activities, which will serve as student contact days. Thank you for partnering with us as we strive to provide meaningful, Minnesota State Standards-aligned, learning activities for our students.

At the Elementary Level, learning activities may be a combination of, but not limited to: Seesaw, google assignments, paper/pencil activities, or a choice board. E-learning assignments, developed by your child's teacher, provide academic progress and knowledge for students, continue classroom instruction and provide an accountable means for students to show learning. Students will be required to turn in their e-learning assignments and teachers will be required to grade materials. Teachers will communicate when assignments are due.

Teachers will communicate with parents/guardians regarding how students can get help (or ask questions) about their e-Learning Day assignments. Teachers will be available to students during regular school hours by email or online processes (seesaw, email, etc.). If a teacher is absent during an e-learning day, that teacher's class will **NOT** have an e-learning day and attendance will not be impacted.

Attendance will be taken the following school day and will be dependent upon if e-learning work is complete and/or turned in.

E-learning days will be announced via the school website, facebook, PAS app, and the School Messenger alert system.

Students whose family chooses to not participate in the

e-learning day are reported as absent. It is up to the school whether to consider this an excused absence, according to Minnesota Statutes, section 120A.22 subdivision 12.

Minnesota Department of Education (MDE) e-Learning Days (MN statutes, section 120A.414)

The Minnesota Department of Education (MDE) e-Learning Days statute outlines how Minnesota school districts implement these instructional days. According to the statute:

- Definition: "E-learning day" means a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather.
- Each students' teacher must be accessible both online and by telephone during normal school hours on an e-learning day to assist students and parents.
- Notify parents and students at least two hours prior to the normal school start time that students need to follow the e-learning day plan for that day.
- Notify parents and students of the e-Learning day plan at the beginning of the school year.
- Accommodations for students without sufficient access to the internet, hardware or software in their homes. (School administration, teachers and other staff continually work with families to ensure equitable access to online resources or the assignment of alternative resources or assignments.)

Report Cards/Progress Reports

Report cards for grades Pre-K-5 are issued at the end of each quarter.

In addition to report cards, quarterly progress reports are provided for students receiving Title services, Multilingual (ML) services, and Special Education (SPED) services. Classroom teachers also provide ongoing progress updates to support student learning and growth across all settings.

Testing

MCA tests are given in April and May to students in grades 3rd, 4th and 5th. This is the high stakes State test which compares and ranks all elementary schools in Minnesota. The tests are done for the subjects of reading and math. Testing dates are found on the school website under Curriculum/Teaching & Learning.

The results help teachers understand each student's strengths and areas for growth, allowing them to tailor instruction to meet individual learning needs throughout the year. Families will receive updates on their child's progress after each testing window.

Students in kindergarten through 3rd grade take the DIBELS assessment three times a year to measure key reading skills. These quick checks help teachers identify students who may need extra support in learning to read.

DIBELS results guide classroom instruction and help ensure all students build strong foundational reading skills.

Families will receive updates on their child's progress after each assessment.

Students in 4th and 5th grade take the CAPTI assessment to measure reading comprehension and related literacy skills. These results help guide instruction and support student growth in upper elementary grades.

Special Programs & Supports

In order for a student to be placed in a specialized program, the child must be referred to the Student Assistance Team (SAT~~)~~. Teachers usually begin this process by referring to the student and stating concerns. A parent may also make a referral. Members of the Student Assistance Team include the principal, school psychologist, school nurse, special education teachers, speech therapists, and the referring teacher.

Assessment

The Student Assistance Team will determine if an assessment is necessary and who will administer the assessments. The assessment and staffing must be completed within 30 school days and reviewed with appropriate school personnel and the parents.

Program Planning

If a child qualifies for one of the programs, an individualized education plan (IEP) is developed and the child is placed in the program with parent permission. The IEP identifies the student's needs, goals, and objectives and also lists the school personnel responsible for providing a specified service. Each student's IEP is reviewed annually to assess progress and to determine if any modifications need to be made to the student's program.

Special Education

Pipestone Area Schools makes every effort to locate, evaluate, and educate all special needs children under provisions of the Individuals with Disabilities Education Act of 1997, Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Programs and services are provided for eligible students in the areas of autism spectrum disorders, deaf and hard of hearing, deaf/blind, developmental delay for students under the age of 7, developmental cognitive disability, emotional or behavior disorder, other health disabilities, physically impaired, severely multiply impaired, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment.

If a parent is concerned about their child's progress in school,

they should bring their concern to the attention of their child's teacher or principal, so that staff are aware of the concerns and can implement instructional support strategies and interventions as needed. If attempts have been made to address the concerns and the child continues to experience difficulties, a referral for special education evaluation can be made. These evaluations are made in order to determine whether the child's lack of progress is related to a specific educational disability. Parents will be asked for their written consent for the evaluation.

Food Services

In accordance with the State Health Department recommendations, school district policy prohibits food prepared at home to be brought to school for class parties, treats and snacks. This policy DOES NOT include school lunches. **We recommend that NO pop or candy be given to students for their lunchtime meals.**

Breakfast & Lunch– Provision & Payment

Our district offers breakfast and lunch at school. All first servings of school breakfast and school lunch will be provided at no cost to families. Any grade level student may purchase an additional breakfast item, juice or milk for an additional cost. Any 4th or 5th grade student may purchase an additional lunch entree or milk for an additional cost. Students must have money in their account to purchase additional lunch entree items or milk.

Backpack Program

Our public school provides free breakfast and lunch meals to families. The Pipestone Backpack program provides elementary students who qualify for Free or Reduced meals a pack filled with nutritious, easy-to-prepare foods for students until access to the school meal program resumes. The program will provide 2 pieces of fruit, 2 breakfast items, 2 lunches, and 2 snacks. If there is an extended weekend, one additional day will be packed. We will never pack for more than three days because of the size of the bag needs to be manageable for children. The food will be placed in bags and then put into your student's backpack as discreetly as possible. Please contact Jennifer Dunn in our HR department for questions or to sign up.

For more information about Food Service programs, please visit: https://bit.ly/2JBjDwr **Food Service Director can be reached at 507-562-6018.**

Free & Reduced

Independent School District #2689 participates in the National School Lunch Program. This allows children from households that meet certain household sizes and monthly income criteria to receive either a free or reduced price meal. You may apply for these benefits at any time during the year by notifying the school office and requesting the appropriate forms or you can find them online under Food Services. Your application is strictly confidential and will be used only to determine eligibility and verification of data. Even though all meals are free, filling out this form will provide the school district with more resources to educate our students.

Food Allergies/Meal Accommodations

If your student has food allergies or may require any other special meal accommodations for any reason, please complete the appropriate paperwork through the Food Services personnel.

Health Services

School nurses will provide health services for students at Pipestone Elementary and Middle School/High School. Please alert the school nurse if your child has a health concern that could affect his/her learning.

Vision and hearing screenings will be held regularly. Parents/guardians will be notified if results are not within normal limits. Routine screenings are not intended to replace medical check-ups by your doctor.

Accident Policy

All accidents must be reported to the nurse's office as soon as possible. School staff involved will complete an incident report and submit it to the building principal for review. Parents/guardians will also be notified of the occurrence in a timely manner when appropriate.

Health/Medical Policy

In accordance with Minnesota state law and district policy, medication may be administered in school only under the following conditions to ensure student safety.
"A licensed school nurse or, in the absence of the nurse, a principal, teacher or secretary may administer medication prescribed for a pupil under the conditions set forth in this section. Administration of medications by school personnel must only be done according to the written order of a licensed prescriber (physician, advanced practice provider, or dentist, as applicable) and written authorization of a parent/guardian."

Medication administered at school must be brought in its original pharmacy or prescriber-labeled container, appropriately labeled with the student's name, medication name, dosage, and administration instructions.

~~Medications that are not taken orally or that have the potential of dangerous side effects may be administered by a licensed school nurse/public health nurse.~~ Medications will be administered by trained school staff and/or the licensed school nurse in accordance with district medication procedures. Certain medications, including those with higher risk or non-oral administration routes, may require

administration by the school nurse or designated healthcare personnel.

Students may carry and self-administer emergency medications (such as asthma inhalers or epinephrine) only when authorized through appropriate medical documentation and district procedures.

Illness

When a child develops a fever or other symptoms of illness, the parent/guardian or other person listed on the emergency form will be notified, and the student may need to be picked up from school as soon as possible.

A child may return to school when they have been fever free for 24 hours without the use of fever-reducing medication and are feeling well enough to participate in learning. Students must also be symptom-free for 24 hours following vomiting before returning to school.

It is the parent/guardian's responsibility to provide transportation home for the child. This should be done as soon as possible.

Upon returning to school, the student should have a written note or telephone call from the parent/guardian stating a reason for the absence. If a child is absent for three or more consecutive days, the family may be contacted by the school health personnel, and should have a doctor's note upon their return. A child who has been absent from school for several days because of an infection or contagious disease, is required to present a statement from a doctor upon returning to school. Contagious diseases such as pink eye and impetigo must be treated for 24 hours prior to your child returning to school.

****Please note**: If your student is found to have live head lice, fleas or scabies, you will be notified and your student will be sent home. It is the expectation of the school that you and your student(s) will seek the appropriate medical attention immediately. Appropriate steps need to be performed to your home IN ADDITION to those being done on your student and family. Your student(s) may then return to school after the appropriate treatment(s) have been performed.

Immunization Policy

Parents/guardians will be asked to show the school nurse that immunizations have been given or have been started. If there is a medical reason why the child cannot be vaccinated, or if a parent/guardian objects to the immunization, this must also be documented and notarized.

Immunizations are required by law according to the Minnesota School Immunization Law (Minnesota Statutes 1988 Section 123.70). These are required in order to stay in school, for the safety of the other students and in order for graduation.

Medication/Prescription Policy

Students may take medication during school hours according to the following procedures:

1. **Non-Prescription**: Medications available without a prescription (over-the-counter) should be brought to the school in their original containers and left with the school nurse. **This includes cough drops.** A permission form will need to be completed by the parent.
2. **Prescription**: There will be forms at the doctor's office that can be filled out when a prescription is written, thus parents will immediately have the written order of the physician and the prescription bottle. Please consider adjusting medication schedules so it may be given at home.
3. **Medication**: Students who require daily prescription medication **MAY NOT** carry it on their person or keep it in their desk or locker. Medication ***must*** be in the original container and left with the nurse. A permission form must be completed by the parent. Students with asthma or allergies may carry their own prescribed inhaler if a doctor's order for the same is on file in the health office.

Student Conduct & Discipline

The staff at Pipestone Elementary School recognizes the rights of all students and staff and understands the importance of all individuals' right to be respected.

We have three behavior expectations for Pipestone Elementary students: to be respectful, responsible, safe and secure. These expectations guide all areas of student behavior and school-wide expectations.

Time will be spent throughout the year teaching students what behaviors are expected and supporting positive school-wide expectations. Positive behavior is encouraged through recognition, feedback, and school-wide celebrations.

When a child does not meet behavioral expectations, staff will work to understand the behavior and help the child reflect on whether their choices helped them get the outcome they were seeking.

At the Pre-K through grade 5 developmental level, children are learning how to respond to situations that arise in their daily lives. With guidance and support, students learn to explore positive options and choose appropriate actions.

If inappropriate behavior continues, the teacher will notify the parent/guardian and/or the Dean of Students or principal.

Other consequences may include removal from the situation, loss of privileges, which may include field trips, or detention,

which may occur before school, after school, during the school day, or during lunch or recess, depending on the situation and student needs.

Instances of severe, prolonged, or frequent misbehavior may be referred to the office.

See school board policy #506 for more information.

Although the student expectations listed above are written in a broad manner, they will be made more specific by each classroom teacher through instruction throughout the school year.

The purpose of instruction is not only to teach expected behaviors, but also to support each child in developing a strong sense of self as a responsible, respectful, safe, and caring member of the school community.

Bullying Prohibition

Bullying Policy #413 & #514

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 a student's ability to learn and/or a teacher's ability to educate students in a safe environment.

"Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. An actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or 2
2. Materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.

The term, "bullying," specifically includes cyberbullying as defined in the policy. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound or data, including a post on a social network Internet website, or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

1. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy.

For additional bullying information, go to the school website, district tab and click on "Safe and Supportive Schools"

This link gives the full district policy, the law it is based upon, as well as resources parents and educators can use when addressing bullying with their students.

Cell Phones/Gizmo Watches

Cell phones and personal electronic devices, including smartwatches (such as Gizmo watches), may not be used during the school day, from the time students arrive until dismissal. Families are strongly encouraged to leave these devices at home.

All electronic devices brought to school from home must comply with the school's technology policies while on school property.

Devices must be powered off and stored in the student's locker or backpack during the school day unless use has been approved by the classroom teacher or school administration.

Violations of this policy may result in the device being confiscated and secured by school staff or administration. A parent or guardian will be required to pick up the device from the main office. Violations may also result in disciplinary action in accordance with the school district's policy and discipline procedures.

The school is not responsible for lost, damaged, or stolen items brought to school by students.

See Minnesota School Board Policy #524 for more information regarding acceptable use of personal electronic devices and technology.

Policy Against Religious, Racial, and Sexual Harassment and Violence

Everyone at District 2689 has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial or sexual harassment and violence of any kind.

A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sex or gender.

A. Name calling, jokes or rumors.
B. Pulling on clothing.
C. Graffiti.

D. Notes or cartoons.
E. Unwelcome touching of a person or clothing.
F. Offensive or graphic posters or book covers.
G. Any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

If any words or actions make you feel uncomfortable or fearful, you need to tell a teacher, para-professional, counselor, the principal or the Human Rights Officer.

You may also make a written report. It should be given to a teacher, counselor, the principal or the Human Rights officer. Your privacy will be respected as much as possible. We will take seriously all reports of religious, racial or sexual harassment or violence and will take all the appropriate actions based on your
report.

The school district will also take action if anyone tries to intimidate you or take action to harm you because you have made a report.

This is a summary of the school district policy against religious, racial and sexual harassment and violence. Complete policies are available in the Superintendent's Office upon request. See school board policy #413 for more information.

Religious, Racial and Sexual Harassment and Violence Are Against The Law.
Discrimination is against the law.

CONTACT:
Dr. Klint Willert
Human Rights Officer
Pipestone Area Schools
1401 7th St SW
Pipestone, MN 56164
Phone: (507) 562-6068

Technology & Internet Use

The Pipestone Area School Technology and Internet Use policies and practices are outlined in School Board Policy #524.

The technology and internet use information will be distributed to all families for review and signature during Back to School Open House at the beginning of the school year.

Failure to follow these expectations may result in disciplinary action.

Vandalism

If any school property is damaged due to inappropriate behavior or actions by a student, the principal will determine appropriate disciplinary consequences and may assess the cost of repair or replacement to the student and/or parent/guardian.

Additional disciplinary action may also be taken in accordance with school and district policies.

Weapons Policy

A dangerous weapon may be many things. It includes guns, switchblades, brass knuckles, nunchucks, certain liquids & pellet guns. It does not matter whether the gun is loaded or unloaded. A dangerous weapon includes any device or instrument designed as a weapon or through its use, is capable of injury. Bringing a dangerous weapon, a replica weapon or a BB gun onto school property is a violation of Minnesota law and the Federal Gun-Free Schools Act. It is a serious violation and is called a **felony**. Law enforcement officials will be notified when this policy is violated. **You may NOT possess a dangerous weapon at any time on school property** producing great bodily harm or death.

A replica firearm is defined as a device or object that is not defined as a dangerous weapon, and that is a facsimile or toy version of, and reasonably appears to be a pistol, revolver, shotgun, sawed-off shotgun, rifle, machine gun rocket launcher or any other firearm.

Possession on school property includes on a school bus, on any property leased or owned by the school and whether the school is public or private. Violation of this policy will result in penalties including expulsion from school in addition to statutory penalties, which include significant fines and prison.

See school district policy #501.

School Board Policies

Parents/guardians are encouraged to review all Pipestone Area Schools Board Policies, which provide the official guidelines governing district operations, student expectations, and school procedures. These policies apply to students, staff, families, and all members of the school community.

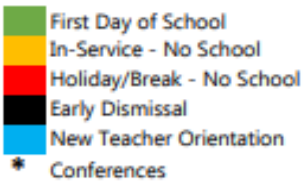
All district policies are available online at:
https://www.pas.k12.mn.us/pipestone-area-school-board/

Families may visit the website at any time to view current school board policies and updates.

Statewide Assessments

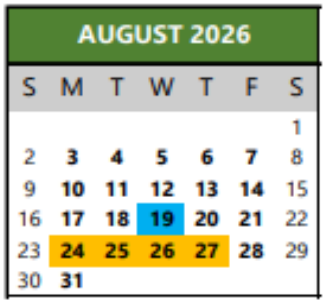
Statewide assessments help schools, families, and educators understand student progress toward Minnesota academic standards. Assessment results provide valuable information that supports student learning and helps guide instruction.

Parents/guardians have the right to review assessment information and may choose to refuse participation in statewide assessments. If you choose to have your child not participate, please complete the Minnesota Department of Education Parent/Guardian Participation Guide and Refusal Form and return it to the school office prior to testing. The form is available at: https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=PROD058851&RevisionSelectionMethod=latestReleased&Rendition=primary.



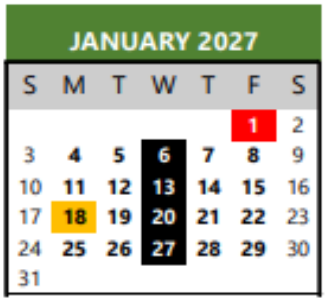
Student Instruction Days
1st Quarter 44 Days - September 1 - November 5
2nd Quarter 41 Days - November 9 - January 15
3rd Quarter 45 Days - January 19 - March 23
4th Quarter 43 Days - March 30 - May 27

Adopted: [Date]



2026-2027 CALENDAR B

8/19 - New Teacher Orientation
8/24, 8/25, 8/26 - In-Service (Teachers & Paras)
8/25 - Open House (Teachers & Paras)
8/27 - In-Service - (Teachers)
9/1 - First Day of School
9/4 - No School



Notice of Non-Discrimination

The Pipestone Area Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies.

Pipestone Elementary Schools with Disabilities Act/Section 504

Coordinator
Kaysee Slaba
1401 7th St SW
Pipestone, MN 56164
507-562-6111
kaysee.slaba@pas.k12.mn.us
Office Location: Pipestone MS/HS

Student Sex Non-Discrimination

A complete copy of the Student Sex Non-Discrimination Policy #522 is on file in the Principal's Office, District Office, and District Website.

The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.

PIPESTONE AREA ELEMENTARY

STUDENT/PARENT HANDBOOK SIGNATURE PAGE

After reading the Student/Parent Handbook, please sign the appropriate lines below and return the form to your child's classroom teacher.

We, the parent (s)/guardians of, agree to follow the policies outlined in the student handbook for the 2026 - 2027 school year. We recognize the right and responsibility to discuss the rules and policies with our child and recognize it is the right and responsibility of the staff and teachers to make the rules and reinforce them.

Student name _____ Grade _____

Signature of Parent/Guardian_____Date_____

Signature of Parent/Guardian_____Date_____

Please sign and return this page to the office.



2026-2027

ACTIVITIES

HANDBOOK

TABLE OF CONTENTS

Administration of Interscholastic Athletics/Activities....1
Code of Ethics for Coaches....1
Administration Organization....1
Affiliations, Staff Responsibilities....2
Student Physicals and Concussion Test....3
Attendance of Coaching Clinics....4
Transportation, Early Dismissal, Scrimmages....4
Issuing of Athletic Equipment, Care of Equipment, Locker Room Responsibilities....4
School Attendance, Scheduling Conflicts....5
State Tournaments, Parents Night, Band, Awards....5
Church Night, Winter Travel, Official Squad (Team)....6
Student Acceleration to Higher-Level Athletic-Activities Policy....6
Student Code of Responsibilities....8
Social Media Standards, Mood Altering Chemicals....8
Activity Academic Ineligibility and Probation Policy....9
Student Disability Nondiscrimination....11
Notice of Nondiscrimination....11
Section 504 Coordinator/Alternate....11
Student Sex Nondiscrimination....12
Title IX Coordinator/Alternate....12
Board of Education....12
Administration....12
Coaches....13

ADMINISTRATION OF INTERSCHOLASTIC ACTIVITIES

Statement of Philosophy

It is the intention of Pipestone Area High School to provide for all students interested to participate in athletic and/or activities for which they have the physical and mental qualifications to be able to compete on an interscholastic basis, to promote standards of sportsmanship and encourage growth of responsible citizenship among students with our school and schools with which we compete, to encourage athletes to attain a higher degree of scholarship within the classroom.

Objectives of Participation

To develop physical skills, mental skills, good citizenship, good health habits, responsibility, leadership, discipline, and loyalty.

CODE OF ETHICS

Minnesota State High School Coaches Association

AS A PROFESSIONAL EDUCATOR I WILL:

1. Strive to develop in each participant the qualities of leadership, initiative, and good judgment.
2. Respect the integrity and personality of the individual participant.
3. Encourage the highest standards of conduct and scholastic achievement among all participants.
4. Seek to inculcate good health habits including the establishment of sound training rules.
5. Fulfill responsibilities to provide health services and an environment free of safety hazards.
6. Exemplify the highest moral character, behavior, and leadership.
7. Promote ethical relationships among coaches.
8. Encourage a respect for all athletics and/or activities and their values.
9. Abide by the rules of the game in letter and spirit.
10. Respect the integrity and judgment of officials.
11. Display modesty in victory and graciousness in defeat.
12. Demonstrate a mastery of and continuing interest in coaching principles and techniques through professional improvement.

I WILL NOT:

1. I will not approve commercialism, solicitation, subsidizing, or professionalism entering into high school athletics and/or activities.

ADMINISTRATION ORGANIZATION

School District 2689 Board of Education is the policy making body. They select the administration who are responsible for carrying out its policies.

- The High School Principal, along with the activity's director, will recommend to the Board of Education the coaching assignments. The superintendent or the activities director will represent the school or delegate this responsibility at all Subsection/Section 3A and other Minnesota State High School League meetings. The superintendent has the right to question and change any internal decisions made by the principals, activities director, or coaches.

- The activities director reports to the High School Principal. Primary responsibility of the activity's director is to supervise the interscholastic athletic and fine arts activities programs. All home athletic contests are under the direction of the activity's director and the administration regardless if they are conference, non-conference, district, regional, or state related events. There are times that the activities director, with administrative approval, will delegate someone as site manager at a home contest or appoint someone to be the official school representative at away contests. These people will carry out the duties and responsibilities that are required of the position.

- The head coach is responsible for all matters pertaining to the organization and administration of coaching the team under his/her direction and shall enforce all rules of the Minnesota State High School League as they pertain to the respective activity. He/she will make decisions relative to the successful operation of the activity that are consistent with established policies and procedures. The head coach is to be responsive to the instructions of the activities director and building administrators.

- The assistant coach supports the head coach in conducting the athletic/activities program of that particular sport/activity and the total athletic/activities program of the Pipestone Area School system in general. In the absence of the head coach, he/she shall assume all the responsibilities herein designated as those of the head coach.

AFFILIATIONS

Minnesota State High School League

A. Membership is extended to each Minnesota High School as approved by its governing board, high schools associated with state supported universities or colleges, and state supported institutional high schools. Schools must be doing a minimum of (3) years of senior high school work or (4) years of grades 9-12 accredited by the State Department of Education. To be eligible for membership in the Minnesota State High School League, the governing board of each such school must pass a resolution applying for membership for each of its high schools in which it agrees to abide by and enforce the Articles of Incorporation, Constitution, By-Laws, and Rules and Regulations of the League.

B. The annual membership dues shall be established by the board of Directors and shall be payable by October 1 of each year. Schools failing to pay dues for any year are not eligible to participate in league activities for that year.

C. Being a member school of the high school league, Pipestone Area is placed in Section 3A and Sub Section 10 of league related events.

STAFF RESPONSIBILITIES

Activities Director

1. **Actively participate** and maintain membership in the Minnesota Interscholastic Athletic Administrators Association and its affiliate organizers.
2. **Exert** a positive influence in the processes of employment, selection, and assignments of coaching personnel.
3. **Schedule** all competitive sports/activities.
4. **Evaluate** both programs and personnel.
5. **Represent** Pipestone Area High School at Subsection, Sectional District, Region Conference, and higher-level meetings.
6. **Supervision** of all coaches: **A**.) Unify systems and coaching staff according to the needs and desires of the head coach. **B**.) Establish with administration a site manager for home events. **C**.) Make arrangements with custodial staff for home contests, be responsible for tickets and money boxes, and turn in all worker vouchers.
7. **Make arrangements** for athletic/fine arts banquets.
8. **Supervise** award system.
9. **Interview** new applicants and help assign all coaches in the system.
10. **Supervise and authorize** purchase of athletic/activities equipment.
11. **Arrange** for all transportation.
12. **Arrange** for all necessary meals.
13. **Prepare** annual reports, policies, and booklets.
14. **Work** with all service clubs.
15. **Responsible** for building projects.
16. **Hire** officials for all home contests.
17. **Arrange** for concessions at athletic events.
18. **Work** with the principals and counselors.
19. **Assist** in money-raising projects for athletic and activity programs.
20. **Work** closely with the MSHSL in all matters pertaining to rules and regulations of the association.
21. **Work** with the Booster Club.
22. **Handle** reservations for any overnight trip.
23. **Arrange** for publicity to local newspapers when necessary.
24. **Coordinate** the use of athletic facilities.

Head Coaches

1. **Be familiar** with the objectives, organization, policies, and procedures of the Pipestone Area School, Conference, Subsection, Section, and State relative to the athletic/activities program.
2. **Conduct** training and game experiences in such a manner that the welfare of each participant is always of paramount consideration.
3. **Maintain** technical competence by participating in clinics, rules meetings, etc.
4. **Directly supervise** all matters relative to the sport/activity: **A.)** Instruct subordinates in a preplanned, reasonable and purposeful manner. **B.)** Keep school officials, particularly the Activities Director, advised of situations pertinent to the conduct of your sport/activity. **C.)** Make decisions relative to the successful operation of the sport/activity that are consistent with established athletic/activity policies and procedures. **D.)** Act as a positive spokesperson for the athletic/activities policies and procedures to participant personnel. **E.)** Establish rules for participant conduct as deemed necessary. Clearly define the expectations of team members. **F.)** Plan and conduct all practice sessions.
5. **Be responsible** for preparing public information releases regarding his/her particular activity. Telephone or personal interviews, when requested by news agencies, are not considered a press release. In interviews, coaches and others connected with the athletic/activities program should bear in mind that their statements are published and read by people who are for and against the school's program. Consequently, these statements should be carefully weighed and considered before they are given to the mass media personnel.
6. **Submit** an alphabetized list of the students who will participate inter scholastically to the activity's director within the 1st week of the start of each athletic season. This is mandatory for all levels.
7. **On the MSHSL website** see that your roster and schedule is posted and keep it up to date. The MSHSL and Section 3A look at this site. Rosters for games & programs will be taken from the website. If your team/individuals make it to state, all info will be taken from the website. Also, keep your scores up to date.
8. **Conduct** all staff meetings and be in charge of all tryouts, practices, team meetings, and contests for your sport/activity.
9. **Report injuries** by filling out an injury report of participant/s to the proper school officials, and inform the principal and/or Activities Director. Coaches are cautioned to exercise great care in dealing with all injuries and particularly those that are of serious nature. In all cases, when a participant seeks advice from a medical professional for an injury or health related issue, they must get a release from that medical professional (signed and in writing) to return to participation in that activity.
10. **Support** and conform to decisions and policies that have been established.
11. **Support** student managers as necessary.
12. **Report** the scores and results of all home contests to the media.
13. **Lettering:** Submit to the Activities Director a written copy of your criteria at the beginning of your sport/activity season and convey to the participant the criteria that you will use.
14. **Determine** if an ineligible participant will travel out of town with the team.

Assistant/Junior High Coaches

1. **Communicate** with the head coach and the team.
2. **Attend** staff meetings when called by the head coach.
3. **Assist** with scouting of varsity games, if applicable.
4. **Assume** any duties assigned to him/her by the head coach.
5. **Be at all practices**. There may be times when you will be asked to attend or help at varsity practices.

Additional Information on Coaches

1. **Coaches** outside the school system must be approved by the Activities Director and Administration. This person needs to complete a background check prior to coaching.
2. **Volunteer Coaches:** Any person helping out as a volunteer coach must be approved by the Activities Director and the Administration. This person must have a background check prior to volunteering.

STUDENT PHYSICALS AND CONCUSSION TEST

Students participating in athletics, cheerleading, or marching band (including color guard/flags) must have a current physical examination on file, completed every three (3) years, in accordance with Minnesota State High School League (MSHSL) requirements. Physicals are typically completed before 7th and 10th grades.

Students participating in athletics and cheerleading must also complete ImPACT (concussion baseline) testing every three (3) years, typically before 7th and 10th grades. Baseline testing provides medical professionals with comparison data to assist in the evaluation of a suspected concussion.

ATTENDANCE OF COACHING CLINICS

Upon prior approval from the Activities Director, the school will pay for a head coach and for an assistant coach to attend one coaching clinic per year. To be reimbursed, receipts must be turned in to the activity's director. School vehicles can be used if they are available.

TRANSPORTATION

For out-of-town contests the school shall provide the transportation and all coaches shall remain in charge of their squad until the students are returned safely to Pipestone. In the event that a parent wishes to take their child from a contest, the parent must fill out a Travel Release Form which can be found on the school's web-site or they may obtain one in the activity's office at the high school. The form needs to be filled out completely, dated and signed, and then returned to the activities office either physically or emailed directly to the activity's director no later than 12:00pm the day of the contest. The activities director will then inform the coach that the student has been cleared to leave with his/her parents.

EARLY DISMISSAL

A list of the participants to be excused should be emailed to staff as soon as reasonably possible, preferably at least a day before departure.

SCRIMMAGES

Scrimmages can be arranged by coaches but must be approved by the Activities Director. The MN State High School League defines an inter-school scrimmage as a practice and training period or session and said practice or training sessions not to approximate or equal actual game conditions. An inter-school scrimmage or practice session must be designated as a game, and count as one of the maximum permitted, if any one of the following conditions pertain to said event:

- If game rules, time limits, etc., are observed.
- If game officials are used.
- If a game is advertised, and/or admissions are charged.
- Athletes who are ineligible may compete in scrimmage.

ISSUING OF ATHLETIC EQUIPMENT

The Head Coach of that sport will be responsible for the issuing of equipment to the athletes. The coaches will maintain a complete record of all the equipment issued. Before any student may be engaged in any sport sponsored by Pipestone Area High School he/she must complete and pass a physical examination by a qualified physician, and have a clearance slip from the office.

The clearance slip requires:

- Eligibility slip signed by the parent/guardian showing that the rules have been read;
- Up to date Impact (concussion) test;
- Any/all lost equipment fines paid;
- Physical on file.

CARE OF EQUIPMENT

All coaches are expected to instruct the athletes in the care of equipment issued to them. An appreciation of the cost of quality equipment should lead to a more careful handling and storage. Equipment issued to athletes and coaches is to be used or worn only for official practices, games, or meets.

LOCKER ROOM RESPONSIBILITIES

Each coach is responsible for the actions of the members of his/her squad from the time they report to the locker room for practice until they leave the building after practice. It is the coach's responsibility to be present at the time that the athletes are to report for practice, games, or meets, home or away, and stay until the last athlete has left to ensure that lights and showers are turned-off, the doors are locked, and equipment is locked up, and the room left as neat as possible.

SCHOOL ATTENDANCE

To participate or practice in any extracurricular activity, students must be in school at the start of 1st hour, and be present in the classroom the remainder of the day. The principal or activities director may approve a waiver of this rule for medical, dental, or other emergency situations. The principal or activities director may also approve a waiver for PSEO or other academic related situations.

SCHEDULING CONFLICTS

Any scheduling conflicts between activities shall be solved by the Activities Director, building administrator, coach, and activity advisor involved, and prior to informing the students.

STATE TOURNAMENTS

1. If Pipestone Area High School has any participants involved in the State Tournament the school will pay transportation, meals, and room expenses for the head coach, assistant, and state participant(s). Meal allowance for state participants will be $50 per day.
2. If only one participant qualifies for the State Tournament, he/she may take one teammate along for company. ~~Preferably this person is to be a senior, who has been out for the same activity.~~
3. Cheerleaders:

- If any sports team qualifies for state tournament all varsity cheerleaders can go with all expenses paid. In any sport where there is individual advancement as well as team, no cheerleaders will go to individual advancement. Cheerleading advisors will work with the Activities Director to arrange transportation to the event. We will try to arrange a fan bus first for transportation of the cheerleaders, though they may be placed on the players bus if needed.
- If Pipestone Area participants are not involved in state tournament play, the head coach and varsity assistant coach(es) will be allowed to attend the state tournament for two (2) days. Approval must be secured in advance from the high school principal. The school will pay transportation, meals, and room expenses. When the receipt for tickets is submitted to the activity's administrator, the coach will be reimbursed for the cost of the tickets.

PARENTS NIGHT

Each activity is allowed a parent's night for the varsity players if they choose to have one. It will be up to each head coach to arrange and plan for parent's night. The Arrow Booster Club may help.

BAND

The band will play only at those athletic contests that they choose to. Usually they will play no more than twice a week.

AWARDS

1. Lettering –Participants may receive one letter for sports/activity throughout their career. Anyone lettering in another sport/activity or the same sport/activity the following year will receive a certificate and pin. The major letter is mainly for participants in grades 10-11-12.
2. Numeral - Receive upon lettering for the first time.
3. Pins - For those who earn their 1st varsity letter and thereafter - only given out for varsity awards.
4. Certificate - Anyone who earns a letter.
5. 7th -8th - No specific award given, unless they earn a varsity award.
6. Ineligibility clarification:

- Participants who are ineligible when the athletic/fine arts banquet is held will not receive public recognition at the banquet but will receive their awards due to them. The participant may pick up his/her award from the head coach of the sport/activity at a different time. **(Not the night of the banquet).** If the participant is ineligible during a period of time in a sport season, but eligible at the time of the banquet and has earned an award for that season, he/she will be recognized at the banquet and receive the award due them. Cheerleaders will follow the same rules.

CHURCH NIGHT

Wednesday night is Church Night in Pipestone; therefore, all students will be out of the building by 7:00 pm or earlier.

WINTER TRAVEL

In the event of possible bad weather conditions (cold temps or blizzard type weather), it shall be the responsibility of the coaches to enforce the following: gloves/mittens, some form of headgear and warm foot wear. Participants do not need to wear them, but must have them in their possession (Duffle bag)

OFFICIAL SQUAD (TEAM)

The official squad can be no more than what MSHSL allows for. The official squad may include less, but not more than what the MSHSL authorizes. This includes a number of athletes, managers, and coaches.

STUDENT ACCELERATION TO HIGHER-LEVEL ATHLETIC-ACTIVITIES POLICY

I. PURPOSE

The purpose of this policy is to provide guidelines for the promotion of middle school athletes to compete at a high school level.

II. GENERAL STATEMENT OF POLICY

As a general rule, Pipestone Area School District does not promote the acceleration of middle school students (grades 7–8) into high school (grades 9–12) athletic programs. Participation in athletic teams representing Pipestone Area High School is typically reserved for students who are regularly enrolled in high school classes. These teams are considered an essential component of the high school educational experience and are primarily intended to meet the developmental and competitive needs of high school students.

This policy serves as a foundational guideline for athletic participation within our district. However, in rare circumstances, a middle school student may demonstrate exceptional physical ability that warrants consideration for participation at the high school level. In such cases, a careful and deliberate evaluation must be conducted, taking into account the following factors:

1. The needs of the student-athlete, with particular attention to their physical, mental, and emotional well-being.
2. The impact on the student-athlete's current middle school team.
3. The potential displacement of current high school athletes as a result of the proposed acceleration.

At the middle school level, the emphasis is placed on participation and skill development. This differs from the high school level, where the philosophy shifts toward increased competitiveness and a stronger focus on performance and playing to win.

III. DEFINITIONS

- Grades 9-12 shall be considered as the high school program.
- Grades 7-8 shall be considered the middle school program considered for acceleration.

IV. PROCEDURE

1. The head coach must submit a formal, written request to the Activities Director to initiate the acceleration process.
2. A meeting will be held among the head coach, Activities Director, and Principal to discuss all relevant factors, including academic performance, social/emotional readiness, eligibility status, and physical ability. A consensus decision will be made.
3. A meeting will then be scheduled with both parents/guardians (if available) to review the decision:

a. If the decision is not to accelerate the athlete, the rationale for the decision will be explained to the parents.
b. If the decision is to accelerate the athlete, the advantages and potential drawbacks of acceleration will be reviewed with the parents.

4. The coach is responsible for obtaining signatures from both custodial parents/guardians on all required documentation. These signatures confirm that the meeting occurred and the parents agreed to the student-athlete's acceleration.
5. The documentation shall be held by the Activities Director for six (6) years or upon graduation of the student athlete, whichever comes first.

V. REFERENCES

MSHSL Bylaws – 105, 302, 109, 303.4 and 105.00 Interpretations

ACCELERATION OVERVIEW

Advantages of Acceleration:

1. Need to challenge the athletes by placing with and against better competition.
2. Opportunity to participate in increased number of contests.
3. The athlete may experience frustrations due to the disparity in skill level if they continue to play at present level.
4. More opportunities will exist for the athletes from the team the player left. A non-starter now may become a starter.
5. The competition for positions on the team they are moved to may be increased, which may improve intensity and skill development for everyone.
6. Athletes will be given an opportunity to advance their skill level in a team sport just as they can in an individual sport.

Disadvantages of Acceleration:

1. The parents and athletes of members of the team the athlete is moving to will feel they or their child is being displaced.
2. The athletes/parents from the team they are leaving and the team they are going to could disagree with the promotion causing socialization issues in school and the community for the accelerated athlete.
3. Athletes will sometimes feel they are not connected to any team.
4. The team the athlete is moving from loses a role model and an extra peer teacher to help that team develop better skills.
5. Expectations for the accelerated athlete may be greater by the coaches, parents, and fans. These expectations may not be realized and thus a sense of failure may emerge.
6. An increased time commitment, longer season, split shifts at practice, transportation issues, etc., may negatively impact school work and home responsibilities.
7. The continuity of the grade level team and the team accelerated to could by high disrupted.
8. Acceleration may open the athlete up to scrutiny by parents, classmates, and community members.
9. The injury and risk factor is increased due to participation against bigger, faster, and stronger athletes.
10. Once the athlete is accelerated the move is permanent and they are ineligible to return to their previous level.

Revised: 7-28-2025

STUDENT CODE OF RESPONSIBILITIES

Participation in interscholastic activities is a privilege that carries expectations of good citizenship, sportsmanship, and personal responsibility. Students participating in Minnesota State High School League (MSHSL) activities are expected to:

1. Treat others with respect, courtesy, and consideration.
2. Accept responsibility for their actions and the consequences of those actions.
3. Respect school, personal, and public property.
4. Follow school rules and comply with all local, state, and federal laws.
5. Demonstrate respect for coaches, advisors, officials, school staff, volunteers, and others responsible for enforcing school rules and applicable laws.

Students who violate the Student Code of Responsibilities or whose conduct results in disciplinary action may be determined to be not in good standing. Students who are not in good standing may be declared ineligible to participate in activities for a period of time as determined by the principal in accordance with district policy and MSHSL

SOCIAL MEDIA STANDARDS

Students participating in school-sponsored activities are representatives of Pipestone Area Schools and are expected to use social media responsibly. Posts, comments, images, videos, and other online activity should reflect good sportsmanship, respect, and appropriate conduct toward teammates, opponents, officials, coaches, staff, schools, and the community.

Social media content that is threatening, harassing, bullying, discriminatory, vulgar, or otherwise inconsistent with district policies or the Minnesota State High School League (MSHSL) Code of Conduct may result in school and/or activity consequences, regardless of whether the conduct occurs on or off campus.

Students are expected to comply with Pipestone Area Schools policies, including Policy 514 (Bullying Prohibition Policy), all applicable district technology and student conduct policies, and the MSHSL Code of Conduct. Violations may affect a student's eligibility to participate in extracurricular activities as determined by school administration.

MOOD ALTERING CHEMICALS

1. Reference Bylaw 205

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; or, (3) use or consume, have in possession, buy, sell, or give away any other controlled substance or drug paraphernalia, (4) use or consume, have in possession, buy, sell or give away products containing or products used to deliver nicotine, tobacco products and other chemicals. "Tobacco products" means: any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part or accessory of a tobacco product, (5) use or consume, have in possession, buy, sell or give away any substance or product where the intent of such use of the substance or product is to induce intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor. Such substances or products shall include, but are not limited to, synthetic drugs, gasoline, glue, aerosol devices, bath salts, and any substances addressed by Minnesota or Federal law.

- The bylaw applies continuously from the first signing of the student Eligibility Brochure.
- 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.

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 for 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 interscholastic 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.**

551 ACTIVITY ACADEMIC INELIGIBILITY AND PROBATION POLICY

I. PURPOSE

The purpose of this policy is to define the method for determining whether a student is academically eligible to participate in school activities. The activities include but are not limited to the following:

Baseball	Basketball	Cross Country	Tennis	Golf
Track and Field	Cheerleading	Gymnastics	Softball	FFA
Volleyball	Plays/Musicals	Wrestling	Football	Marching Band
Pep Band	Music Ensembles	Knowledge Bowl	Robotics	Speech
E-Sports	Clay Target			

II.GENERAL STATEMENT OF POLICY

A. It is the intention of this policy to stress the value of a sound academic record and graduate on time from Pipestone Area Schools. The Activities Director will inform the high/middle school staff, coaches, and the building principal of students that are ineligible.

B. The Minnesota State High School League policy states that to be eligible for participation in MSHSL activities, one must be making satisfactory progress towards graduation. Our goal is to develop the total student in all of our programs. This requirement will emphasize to students the alignment with Policy 510 – School Activities, and our beliefs in the value of co-curricular activities.

III. STANDARDS

A. Standards of academic eligibility to participate in extracurricular activities will be measured by:

- Students (Grades 7-12) must have no incomplete grades or F's in any class.
- Four grading periods- most current grading period is used to determine eligibility.
  -1st quarter -2nd quarter -3rd quarter -4th quarter
- Fourth quarter grades will roll over for the following school year.

IV. CONSEQUENCES

A. Athletics **(Category I Activities)**

- Students that fail to meet these standards will miss two weeks or two contests (whichever is longer).
- If after two weeks/two contests, the student is meeting expectations (completed progress form signed by all teachers) he/she will regain their eligibility.

B. Activities/Fine Arts **(Category II Activities)**

- Students shall miss the next one event/contest he/she participates in.
- If after the event/contest, the student is meeting expectations completed progress form signed by all teachers) he/she will regain their eligibility.

***** If at any time a student makes up work for the previous quarter's failed class(es) the student becomes immediately eligible once the grade change has been recorded and corrected.

C. Any player deemed ineligible to participate, regardless of reason, whether academic, chemical violation, coach's decision, etc. cannot dress for the contest/s they are ineligible for. Furthermore, the coach determines whether or not the ineligible player can go to away contests.

D. ICU List – Students on the ICU list are subject to missing practice and/or contests until their assignments are completed. Coaches will use discretion when mandating students complete their ICU assignments. Multiple supports are available to students including study sessions before, during and after school.

E. Administration has discretion over unique or extenuating circumstances.

V. APPEAL POLICY

A. Students have the right to appeal their academic ineligibility. Any student who chooses to appeal their Academic Ineligibility should do so within 3 days after grades have been posted. Appeals should be made to the Activities Director in writing.

- A committee consisting of an administrator, teacher, and counselor will review the appeal.
- The committee will decide within two (2) days after hearing the appeal.

Student Disability Nondiscrimination Policy #521

Section 504 of the Rehabilitation Act of 1973 (34 C.R.R. Part 104) is a federal civil rights statute that assumes individuals will not be discriminated against based on their disability. All school districts that receive federal funding are responsible for the implementation of this law. This law protects a student with an impairment that substantially limits one or more major life activities, whether the student receives special education services or not. Section 504 is designed to provide equal access and fairness in general education to students with disabilities. A student is entitled to a 504 Accommodation Plan if they have been identified as having a disability and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. If a parent is concerned about a child's progress in school because of a disability, they should bring their concern to the attention of the school social worker, counselor and/or teacher.

Notice of Non-Discrimination

Pipestone Area Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies.

Pipestone Area School District Americans with Disabilities Act

Section 504 Coordinator (Gr 6-12)
Kaysee Slaba
kaysee.slaba@pas.k12.mn.us
Phone: 507-562-6111
Office Location: MS/HS Office
1401 7th St SW Pipestone, MN 56164

Section 504 Coordinator (Gr. Pre K-5)
Josie Loll
josie.loll@pas.k12.mn.us
Phone: 507-562-6207
Office Location: Elementary
1401 7th St SW Pipestone, MN 56164

Section 504 Coord. Alternate
Tanya Schroyer
tanya.schroyer@pas.k12.mn.us
Phone: 507-562-6090
Office Location: MS/HS Office
1401 7th St SW, Pipestone MN 56164

Student Sex Nondiscrimination

A complete copy of the Student Sex Nondiscrimination policy #522 is on file in the Principal's Office, District Office and District website.

The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.

Title IX Coordinator
Rick Zollner
rick.zollner@pas.k12.mn.us
Phone: 507-562-6084
Office Location: MS/HS Room 1103
1401 7th St SW Pipestone, MN 56164

Title IX Alternate
Sonja Ortman
sonja.ortman@pas.k12.mn.us
Phone: 507-562-6099
Office Location: HS office
1401 7th St SW Pipestone, MN 56164

BOARD OF EDUCATION
Daphne Likness, Mark Hiniker, Tami Taubert, Chrissy DeBates,
Brad Carson, Katie Wiese, Tyler Fruechte

ADMINISTRATION

Dr. Klint W. Willert, Superintendent
Sonja Ortman, MS/HS Principal
Rick Zollner, Activities Director

COACHES

FOOTBALL

Head Coach: Scott Boomgaarden
Assistant Coaches: Sean Kallevig and Trevor Tiefenthaler
B Team Coaches: Cole Maly and Seth Gawrecki
Jr. High Coaches: Ryan Wielenberg, Mitchel Carson, Maddox Biever, Paul Young

CROSS COUNTRY (BOYS & GIRLS)

Head Coach: Mark Moeller
Assistant Coach: Todd Texley

GIRLS TENNIS

Head Coach: James Skyberg
Assistant Coach: Skylar Mendro
JH Coach: Carmen Skyberg

VOLLEYBALL

Head Coach: Shelly Hennager
Assistant: Morgan Taubert
B Coach: Shelby Baatz
9th Grade: Morgyn Carson
8th Grade Coach: Erin Brockberg
7th Grade Coach: Dave Dulas

BOYS BASKETBALL

Head Coach: Michael Slaba
Assistant Coach: Tim Stotz
9th Grade Coach: Cody Heidebrink
8th Grade Coach: Maddox Biever
7th Grade Coach: Mitchel Carson

WRESTLING

Head Coach: Paul Young
Assistant Coach: Gary Haupert
Junior High Coach: Scott Sterud, Sean Kallevig

GIRLS BASKETBALL

Head Coach: Grant Everson
Assistant Coach: James Skyberg
9th Grade Coach:
8th Grade Coach: Shawn Geigle
7th Grade Coach: Ashley Maly

GIRLS GYMNASTICS

Head Coach: Stacie Wallace
Assistant Coach: Cristin Winter
Jr. High Coach: Jennings Wallace

BASEBALL

Head Coach: Rick Zollner
Assistant Coach: Sean Kallevig
B-squad: Maddox Biever
8th grade: Jennings Wallace
7th grade: Ryan Wielenberg

GOLF

Boys Head Coach: McCaden Biever
Girls Head Coach: Grant Everson
Jr. High:

BOYS TENNIS

Head Coach: James Skyberg
Jr High: Skylar Mendro

BOYS & GIRLS TRACK

Head Coach: Mark Moeller
Assistant Coach: Todd Texley, Todd Tinklenberg, Cole Maly
Jr. High Coaches: Ashley Maly, Larissa Pemberton

SOFTBALL

Head Coach: Robert Petersen
Assistant Coach: Shelby Baatz
B-squad: Christina Hughes
Jr. High Coach: Morgyn Carson/Carmen Skyberg

CHEERLEADING

Kaylee Backlund

ONE-ACT

Head: Sylvia Newell

SPEECH

Head: Samantha Davis
Assistant: Emily Williamson
Jr. High: Monica Sullivan

ROBOTICS

Head: Travis Dethlefs

FFA

Head: Natalie Resch
Jr. High: Maggie Wertish

KNOWLEDGE BOWL

Head: Dave Dulas

BAND

Head: Zach Ploeger
Assistant: Peter Hansen

E-SPORTS

Neil Ramsbey

CLAY TARGET

Kyle Viland
Gavin Viland
Bob Faber

NATIONAL HONOR SOCIETY

Nancy Stiles
Marie LaRock

Pipestone Area Schools Mobile Device Handbook
2026-2027

~~Pipestone Area Schools strives to prepare students for an ever-changing world that sees technological advancements happening at an exponential rate. Our district is committed to create a learning environment that develops the potential of each learner for success in a modern world. One of the best tools we have to accelerate learning is to embed technology into student courses and classrooms.~~

~~Throughout the school year, your child will use technology to become better problem-solvers, collaborators, and communicators. Your student will be given the skills and knowledge they need in order to define their own future, develop their own passions, and learn for a life-time.~~

~~Pipestone is fortunate to be a 1:1 technology school. This means your child will have access to a Mobile Device at all times. Students in grades PK - 4 will be issued an iPad, case, and charger, while students in grades 5-12 will have a Chromebook with a charger. If your child needs internet access for home use, a personal hotspot wi-fi device can be checked out.~~

~~The remainder of this handbook will go over PAS policies and expectations for student school and home use in regards to our 1:1 technology initiative.~~

Pipestone Area Schools cultivates curiosity to develop compassionate citizens and confident problem solvers who are prepared for future success. As a 1:1 technology district, we integrate technology into teaching and learning to help students become effective problem-solvers, collaborators, communicators, and lifelong learners.

Title and Ownership

~~The legal title and ownership of the mobile device (iPad, Chromebook, hotspot) is maintained by Pipestone Area School District 2689.~~

The legal title to and ownership of all district-issued mobile devices (including iPads, Chromebooks, hotspots, and accessories) remain with Pipestone Area School District 2689.

~~**District Policies specific to the use of Technology**~~

~~Your right of possession and use is limited to and conditioned upon your complete compliance with the following PAS school board policies *(these can be found on the PAS website under the "District" tab*):~~

- ~~Internet Acceptable Handbook and Internet and Technology, and Cell Phone Acceptable Use and Safety Policy (#524)~~
- ~~Cyberbullying Policy, which is part of the PAS Bullying Prohibition Policy (#514),~~
- ~~Student Discipline Policy (#506)~~

~~Failure to comply with the district policies or guidelines in this handbook regarding care and use of the mobile device may result in the loss of privilege to take the mobile device home or use the mobile device in general.~~

District Policies Governing Technology Use

Student use and possession of district-issued technology is a privilege, not a right, and is conditioned upon compliance with all applicable school board policies and this handbook, including:

- Internet and Technology Acceptable Use and Safety Policy (#524)
- Bullying Prohibition Policy (#514), including Cyberbullying
- Student Discipline Policy (#506)

These policies are available on the district website under **School Board**. Failure to comply with these policies or

the expectations outlined in this handbook may result in disciplinary action, loss of technology privileges, or revocation of the privilege to take district-issued devices off campus.

Mobile Device Check-Out

~~Mobile devices will be distributed each fall during designated dates and times. Parents/Guardians and students must sign the Mobile Device Agreement as well as the Internet Acceptable Use document.~~

- ~~Students in grades PreK-4 will receive an iPad, case, and charger Students in grades 5-12 will receive a Chromebook and charger.~~

Mobile devices will be distributed at the beginning of each school year. Before receiving a district-issued device, students and parents/guardians must sign the Mobile Device Agreement and Internet Acceptable Use Agreement.

- Grades PreK-4: iPad, case, and charger
- Grades 5-12: Chromebook and charger

Mobile Device Check-In

~~Students will turn in their device, charging cord, and hotspot (if used) at the end of the school year at a designated date and location. Students who withdraw enrollment from Pipestone Area Schools for any reason must return the mobile device and accessories on the date of withdrawal. If a student fails to return the mobile device, accessories (charging cord, case) and hotspot (if used), the student will be billed for the full replacement cost of the equipment.~~

Students must return all district-issued equipment, including the mobile device, charger, case (if applicable), and hotspot (if issued), at the end of the school year on the designated check-in date. Students who withdraw from Pipestone Area Schools for any reason must return all district-issued equipment on or before their date of withdrawal.

Failure to return any district-issued equipment will result in the student and parent/guardian being billed for the full replacement cost of the unreturned item(s).

~~**Lost, Stolen, or Damaged Mobile Devices (including accessories)**~~

~~**If the mobile device is lost or stolen, it must be reported immediately.**~~

- ~~Elementary students/parent guardian should report the lost device to their classroom teacher.~~
- ~~MS/HS students/parent guardian should report the lost device to the Librarian.~~

~~The student and parents guardian should make a police report regarding stolen devices to the police and turn a copy of report into the district office.~~

~~**If a mobile device is damaged through normal student use, it must be reported immediately.**~~

- ~~Elementary students/parent guardian should report the damaged device to their classroom teacher~~
- ~~MS/HS students/parent guardian should report the damaged device to the Librarian.~~
    - ~~A repair form will need to be filled out immediately. If the damage was caused by accident, misuse or abuse, it is the student/parent guardians' responsibility to pay for the cost of replacement/repairs.~~
    - ~~Student discipline may also be given following existing Pipestone Area Schools Discipline Policies.~~

Lost, Stolen, or Damaged Mobile Devices

Lost, stolen, or damaged mobile devices and accessories must be reported immediately.

- Elementary students/parents/guardians should report the incident to the classroom teacher.
- Middle/High School students/parents/guardians should report the incident to the librarian.

Lost or Stolen Devices

Stolen devices must also be reported to local law enforcement. A copy of the police report must be provided to the district office.

Damaged Devices

A repair request must be completed as soon as possible. Damage resulting from accidental damage, misuse, neglect, or intentional abuse is the financial responsibility of the student and parent/guardian. Repair or replacement costs will be assessed based on the district's Technology Repair and Replacement Fee Schedule.

Damage caused by misuse or intentional acts may also result in disciplinary action in accordance with Pipestone Area Schools Student Discipline Policy (#506).

~~If a student device is undergoing repair, a loaner device will NOT be issued. Chromebooks will not be sent out for repair until full payment of repair costs have been received by the school.~~

If a student device is undergoing repair, a loaner device will be issued **only after full payment of repair costs has been received by the school.**

Multiple Device Responsibility

Students are responsible for all devices checked out to them. If a device is lost, stolen, or not returned, and an additional device is issued, the student (and their parent/guardian) will be held financially responsible for **each** device assigned to them. Issuing a replacement device does not remove liability for the original device.

Technology Repair & Replacement Fee Schedule

~~Below are the typical charges for damage or loss to district-issued student devices. Final costs may vary depending on the extent of the damage and current replacement part prices.~~

The following fee schedule provides the standard charges for damage to or loss of district-issued technology. The district reserves the right to assess the actual cost of repair or replacement when costs exceed the amounts listed below.

Item/Repair	Estimated Cost
Full Device Replacement	$350 - $450
Screen Replacement	$200 Touch Screen/$70 Non-Touch Screen
Keyboard Replacement	$59
Charger Replacement	$35 - $50
~~Battery Replacement~~	~~$50 - $100~~
Screen Bezel ~~(Frame around keys)~~	$25
Plastic Casing / Frame Damage	$25 Top Cover/$25 Bottom Cover
~~Missing Keys / Keycap Repairs~~	~~$10 – $20 each~~
Palm Rest	$25
~~Mouse Touch Pad~~	~~$15~~
Lost or Stolen Device (not recovered)	Full Replacement Cost
~~Missing Barcode~~	~~$5~~

Note:

- ~~**DO NOT REMOVE BARCODE – If barcode comes off, bring the barcode and charger to the library. The barcode MUST accompany the charger when you are checking it in, or you will be assessed a $35 fine.**~~
- ~~Intentional damage or repeated incidents may result in full replacement charges regardless of the repair. Unpaid fees may result in loss of technology privileges.~~
    - Do not remove district barcodes. If a barcode becomes detached, return both the barcode and charger to the library. Failure to return the barcode will result in a replacement fee.
    - Intentional or repeated damage may result in full replacement charges.
    - Outstanding technology fees may result in loss of device privileges.

~~Mobile hotspots for home internet use may be available for check-out from the technology department. PLEASE RETURN **THE BACK PAGE OF THIS HANDBOOK** INDICATING YOUR NEED FOR INTERNET/WIRELESS HOTSPOT DEVICE.~~

Mobile Hotspots

Mobile hotspots for home internet access may be available for checkout through the Technology Department. Families needing a hotspot must complete and return the Hotspot Request Form included with this handbook. Hotspots must be used in a manner consistent with district acceptable use policies and practices.

~~**Taking Care of the Mobile Device and Accessories**~~

~~General Care~~

- ~~Students are responsible for keeping the mobile device's battery charged for school each day.~~
- ~~Only use a clean soft cloth to clean the screen. Please do not use any cleaning wipes (Clorox, Windex, etc...) of any type.~~
- ~~Use care when inserting cords and cables into the mobile device ports to prevent damage.~~
- ~~Mobile devices must never be left in a location susceptible to extreme cold or extreme heat.~~
- ~~Mobile Devices must remain free of any writing, drawing, stickers, skins, or labels except those places on the device by the district. Stickers and labels placed on the device by the district must remain intact. Please do not eat food or drink while working on the mobile device.~~
- ~~Protective cases must remain on the iPad at all times.~~

~~**Pipestone Area Schools has individuals trained in repairing or fixing mobile devices. NEVER try to repair a mobile device yourself or have someone outside the district work on it, as this could void the warranty and cause additional expense incurred by the student and/or parent or guardian.~~

Taking Care of District-Issued Devices

General Care

Students are responsible for the proper care of all district-issued devices and accessories.

- Bring the device to school each day fully charged.
- Clean the screen only with a clean, soft microfiber cloth. Do not use household cleaning products or disinfectant wipes.
- Insert charging cords and cables carefully to prevent damage to ports.
- Protect the device from extreme heat, cold, moisture, and other environmental hazards.
- District-issued devices may not be marked, decorated, or altered. Writing, drawings, stickers, skins, or labels are prohibited unless applied by the district. District identification labels must remain intact.
- Food and beverages should be kept away from the device during use.
- Protective cases must remain on iPads at all times.

Repairs: District-issued devices may only be repaired by authorized Pipestone Area Schools personnel. Students

and families must not attempt to repair a device or have repairs completed by a third party. Unauthorized repairs may void the manufacturer's warranty and may result in additional repair or replacement costs.

~~**Mobile Device Security**~~

- ~~The mobile device should not be left unattended. When not in your personal possession, the mobile device should be in a secure location.~~
- ~~Do not lend your mobile device or charger to another person. Each device and charger are assigned to individual students. The responsibility for that device rests with the individual.~~
- ~~Each mobile device has a unique identification number/label. This may not be modified or removed.~~
- ~~Students are required to use their school issue secure sign-in when logging into their mobile device within Pipestone Area School District Wi-Fi.~~

Mobile Device Security

Students are responsible for keeping their district-issued device secure at all times.

- Do not leave the device unattended. When not in use, it should be stored in a secure location.
- Do not lend your device, charger, or other accessories to another person. Each item is assigned to an individual student, who is responsible for its care and return.
- District identification labels and asset tags may not be removed, altered, or defaced.
- Students must use their assigned district username and password when accessing district-issued devices and the Pipestone Area Schools network.

~~**Backgrounds and Screensavers**~~

~~In alignment with the Internet, Technology, and Cell Phone Acceptable Use and Safety Policy (#524), inappropriate media may not be used as a screensaver or background for the mobile device.~~

Backgrounds and Screensavers

In accordance with the **Internet and Technology Acceptable Use and Safety Policy (#524)**, backgrounds, screensavers, and other displayed images must be school-appropriate and may not contain inappropriate, offensive, or disruptive content.

~~**Using the Mobile Device at School**~~

- ~~Each student will have their own personal, unique login name and password. This information needs to be written down and memorized, if possible.~~
- ~~Mobile Devices are intended for use at school each day and MUST come to school with full charge.~~
- ~~MS/HS students are expected to bring their device to each class, unless otherwise noted by the teacher.~~
- ~~Apps installed by the Pipestone Area Schools District must remain on the mobile device and be easily accessible at all times. From time to time, the district may load other apps needed for instruction.~~
- ~~Teachers will be using a variety of apps and programs throughout the school year. If you ever have a question about an app your child is using, please contact the teacher for more information.~~
- ~~If students are running out of space on the mobile device, any non-school related materials will be deleted from the device.~~
- ~~Updates of apps are required from time to time. Before installing an update, PLEASE talk to notify your classroom teacher or tech office.~~

Using District-Issued Devices at School

District-issued devices are intended to support instruction and must be available for educational use each school day.

Students are expected to:

- Bring their device to school each day fully charged.
- Keep their district-issued username and password secure.
- MS/HS students must bring their device to each class unless otherwise directed by a staff member.
- Keep all district-installed applications on the device. Additional applications may be installed by the district as needed for instructional purposes.
- Maintain sufficient storage space for instructional use. Non-school-related files may be removed if additional space is needed.
- Notify their classroom teacher or the Technology Department before installing software or application updates.
- Contact the classroom teacher with questions regarding instructional applications used in class.

~~**Using the Mobile Device at Home**~~

- ~~The Mobile Device has been checked out to the student and should be used solely by that individual. Allowing other family members to use the device is strongly discouraged.~~
- ~~Students and parents/guardians are responsible for the care of the mobile device at all times, including while at home.~~
- ~~Parents/Guardians: talk to your students about the values and standards you expect your student to follow as they use the internet, just as you would talk to them about their use of other media sources such as television, telephone, movies, radio, etc...~~
- ~~Parents are encouraged to monitor student activity at home, especially their internet use.~~
- ~~Experts suggest parking all technology devices, from cell phones to mobile devices, in a common family room overnight to charge. This will help discourage late night, unmonitored use, and sleep disruption.~~
- ~~The school district does monitor student activity on the Mobile Device. Students must understand that technology staff and administration have the ability to inspect internet use and browsing history while at school and away from school.~~

Using District-Issued Devices at Home

District-issued devices are assigned to individual students and should be used only by the assigned student.

Students and parents/guardians are responsible for the care, security, and appropriate use of the device while it is off campus.

Parents/guardians are encouraged to:

- Discuss responsible digital citizenship and appropriate internet use with their student.
- Monitor their student's online activity while using district-issued technology.
- Encourage devices to be charged overnight in a common family area rather than a bedroom to promote healthy technology habits and adequate sleep.

The district reserves the right to monitor, access, and review activity conducted on district-issued devices at any time, whether the device is used on or off school property.

~~**IMPORTANT CLAUSE FOR STUDENTS AND PARENTS:**~~

~~**By receiving this MOBILE DEVICE HANDBOOK, I accept and agree to the terms and use of this device and technology at Pipestone Area Schools.**~~

~~**There is no need to return this handbook to school. Please keep it for your reference.**~~

Student and Parent Acknowledgment

By accepting a district-issued device, the student and parent/guardian acknowledge that they have received the **Pipestone Area Schools Mobile Device Handbook** and agree to comply with the expectations, procedures, and applicable district policies governing the use and care of district-issued technology.

This handbook is provided for your reference and does not need to be returned to the school.

~~Internet/Wireless Hotspot Information~~

~~PLEASE RETURN THIS FORM WITHIN 5 DAYS OF RECEIPT. THIS INFORMATION IS NEEDED FOR STATE **DATA RECORDING. (No identifying information will be shared).**~~

Internet/Wireless Hotspot Request

Please return this form within five (5) school days. This information is required for state reporting purposes. No personally identifiable information will be shared.

~~WIRELESS INTERNET HOTSPOT REQUEST(Please check one):~~

~~Please indicate below whether your student has internet access at home. If this changes during the school year, please let the school district know.~~

~~_____My child does NOT have internet access at home and WILL NEED an internet hotspot~~

~~_____My child has access to the internet at home and does not need a hotspot at this time.~~

Home Internet Access

Please indicate whether your student has reliable internet access at home. If your family's internet access changes during the school year, please notify the school.

☐ **My student does not have internet access at home and needs a district-issued wireless hotspot.**

☐ **My student has internet access at home and does not need a district-issued wireless hotspot at this time.**

~~Student Technology Device Agreement – 2026–2027~~

~~By signing below, the student and parent/guardian acknowledge and agree to the following terms regarding the use of technology issued by Pipestone Area Schools:~~

- ~~We have read and understand the **Mobile Device Handbook** and the District's **technology check-out policies.**~~
- ~~We understand that the student is responsible for the **care, security, and proper use** of all device(s) and accessories assigned to them.~~
- ~~We acknowledge that if a device is **lost, stolen, or not returned**, the student and parent/guardian will be **financially responsible** for the full replacement cost of that device and any additional device that may be issued. (See fee schedule)~~
- ~~We understand that **failure to return the device** or remit payment for lost or damaged equipment may result in **restricted access** to future technology check-outs and/or **limitations on school privileges.**~~
- ~~We agree to **promptly report** any damage, loss, or theft of the device to school administration.~~
- ~~We confirm that we have read and discussed the **2026–2027 Mobile Device Agreement** and understand the expectations outlined in the **PAS 1:1 Technology Handbook for Parents and Students**, as well as the **Internet and Technology, and Cell Phone Acceptable Use and Safety Policy** (#524), as referenced in the MS/HS Handbook.~~

☐ ~~**I do not want my child to be issued an additional device** if their assigned Chromebook is lost or left at home.~~

☐ ~~If my student's device is being repaired**, a loaner device can be issued.**~~

~~Student Name (please print):~~ ~~_____~~ **~~Grade:~~** ~~_____~~

~~**Student Signature: _____ Date: _____**~~

~~**Parent/Guardian Name (please print): _____**~~

~~**Parent/Guardian Signature: _____ Date: _____**~~

Student Technology Device Agreement – 2026–2027

By signing below, the student and parent/guardian acknowledge that they have read, understand, and agree to comply with the **Pipestone Area Schools Mobile Device Handbook**, the **Internet, Technology, and Cell Phone Acceptable Use and Safety Policy (#524)**, and all applicable district technology procedures.

The student and parent/guardian further acknowledge and agree that:

- The student is responsible for the care, security, and appropriate use of all district-issued devices and accessories.
- Lost, stolen, damaged, or unreturned equipment may result in repair or replacement charges as outlined in the Technology Repair and Replacement Fee Schedule.
- Failure to return district-issued equipment or pay assessed fees may result in restricted technology privileges and/or other school consequences.
- Any loss, theft, or damage to district-issued equipment will be reported to the school promptly.
- The district may monitor the use of district-issued technology in accordance with Board Policy #524 and applicable law.

Device Preferences

☐ **I do not want my student to be issued a replacement device if their assigned device is lost or left at home.**

☐ **I authorize the district to issue my student a loaner device while their assigned device is being repaired, when available.**

Student Name (Print): _____ Grade: _____
Student Signature: _____ Date: _____
Parent/Guardian Name (Print): _____
Parent/Guardian Signature: _____ Date: _____

LEASE AGREEMENT

This lease is entered into this 27th day of July, 2026, by and between Independent School District No. 2689 (hereinafter referred to as "District"), with offices located at 1401 7th Street SW, Pipestone, MN 56164 and the Heartland Colony (hereinafter referred to as "Colony"), with offices located at Heartland Colony, 2171-100th Avenue, Lake Benton, MN 56149.

District is a public-school municipal corporation under the laws of the State of Minnesota. Colony is a not for profit corporation organized under Chapter 317A of the laws of the State of Minnesota.

Colony hereby leases to District a portion of its Heartland School located at 2171-100th Avenue, Lake Benton, MN 56149, under the following circumstances and subject to the following terms.

I. Leased Premises.

A. The Leased Premises shall consist of approximately 3,388 square feet of space located on the bottom floor of the Heartland Church Building.

B. District students, faculty and visitors shall, additionally, have access to and use of stairwells, lavatories and hallways of the building in which the Leased Premises are located, as well as its parking lot and yard.

II. Use of Leased Premises.

A. The Leased Premises are to be used by the District for purposes of conducting a public elementary school, consisting of a single multi-age class for grades K-12 (hereinafter "School").

B. Students enrolled in the School will be taught by a licensed teacher(s) (which may include a teacher(s) with a provisional license, or a teacher(s) teaching under a wavier granted by the Department of Children, Families and Learning). The teacher will be employed by the District and the District has the sole discretion to determine which teacher(s) to assign to the School.

C. Instruction in the School will conform to the curriculum required by the District in its other public elementary schools, and the District retains sole discretion to determine the curriculum and the classroom materials used in the School and the services offered to the students of the School, subject to the exemption described in Article II.D, as authorized by Minn. Stat. §126.699(1996).

D. To the extent authorized by law, the School will not use cable television as part of its curriculum due to pre-existing parental requests for such an exemption from the projected students of the School. The District will, however, provide a TV monitor for VCR usage. If students enroll in the School who do not request exemptions from the curriculum, the District retains the sole discretion to determine whether and in what manner such students will be provided with access to cable television, without infringing on the rights of the students who have requested the aforementioned curriculum exemption.

E. The District will not provide transportation or lunch to the School because the students currently projected to enroll in the school intend to provide their own lunch and do not require transportation. If additional students enroll in the School, the District will make arrangements for the provision of transportation and lunch as determined by the District to be appropriate and necessary under the law.

F. The School will follow all applicable District policies and procedures, including, but not limited to, policies regarding student and employee discipline and the operation of a smoke and drug-free environment.

G. District will provide special education to eligible students enrolled in the School as determined by the District to be necessary under the law. District maintains the sole discretion to provide special education at an alternative site.

H. District will operate the School on the Leased Premises so long as at least 15 full-time students are enrolled in the School. The School has a minimum capacity of 15 students. Enrollment in the School shall be open to all elementary school students residing in the District and assignment to the School shall be made according to parent request. In the event that enrollment in the School drops below 15 full-time students, the District may terminate the lease and reassign the remaining students to other schools in the District.

I. District shall have the sole discretion to establish the School calendar pursuant to Minn. Stat. §120A.40 and hours during which the Leased Premises will be used for school purposes.

J. Colony will have access to and use of the Leased Premises at all times other than during regular school hours and such other times as the Parties agree upon.

K. Colony will ensure that no religious symbols and/or artifacts are displayed in the Leased Premises and will not attempt to provide religious instruction to students of the School during school hours.

III. Maintenance, Care and Structure of Leased Premises.

A. The Colony is solely responsible for the maintenance and repair of the Leased Premises. Colony will maintain the Premises up to the standards of the other elementary school buildings in the District and all maintenance and repair will be performed in a timely manner. All repair and maintenance costs associated with the Leased Premises shall be paid in a timely manner by Colony.

Maintenance of the Leased Premises expressly includes maintenance of the grounds of the Leased Premises, including the parking lot and the yard of the Leased Premises. The Colony is solely responsible for the removal of snow and ice from the sidewalk, steps and sidewalk of the Leased Premises and shall conduct such snow and ice removal in timely manner and up to the standards of the other elementary school buildings in the District. The Colony is solely responsible for mowing all grass and trimming all shrubs, bushes and/or trees on the grounds of the Leased Premises and will perform such maintenance regularly and as necessary to maintain the Premises up to the standards of the other elementary school buildings in the District.

B. Colony shall make adequate provision and fully and promptly pay for all electricity, gas, oil, water, sewer, telephone services or other public utilities of every kind requested by the District and furnished to the Leased Premises throughout the term hereof.

C. The Colony will have the Leased Premises inspected by the State Fire Marshal, or his delegate, prior to the opening of the School. The Fire Marshal must verify that the Leased Premises meets all requirements for use as a public elementary school.

D. The Colony is solely responsible to ensure that the Leased Premises meets all buildings code requirements for public elementary schools as well as all other local, state and federal laws, ordinances, codes or rules regarding the structural requirements applicable to public elementary schools. In the event that any maintenance, repairs, improvements and/or alterations are required to bring the leased Premises into compliance with any applicable law, code, ordinance or rule, Colony will be solely responsible for performing such maintenance, repairs, improvements and/or alterations at its own expense.

E. Colony will ensure that parking space near the Leased Premises is available for the District's use and that the parking lot conforms will all be applicable to laws, rules, ordinances and codes for school parking lots.

F. The District agrees to use the Leased Premises in a manner, which keeps the Leased Premises in a reasonably clean and sanitary condition. District shall make no permanent alterations, additions, or changes in the Leased Premises, including the installation of fixtures, without the advance written consent of the Colony. Such consent shall not be unreasonably withheld. All alterations, additions, and improvements which may be made or installed by District upon the Leased Premises and which are permanently attached to the floors, walls or ceilings shall remain upon and be surrendered with the Leased Premises as a part thereof, without damage or injury beyond normal wear and tear. Furniture and instructional or decorative equipment and materials, which are not attached to the floor, walls or ceilings of the Leased Premises, remain the property of the District.

G. District agrees to observe reasonable precautions to prevent waste of heat, electricity, water, air conditioning and any other utility or service provided to the Leased Premises.

H. Colony shall be solely responsible for the security of the Leased Premises.

IV. Term of Lease.

A. This Lease Agreement shall have an initial term commencing on September 1, 2026, to May 27, 2027, unless extended as provided below.

B. The Parties agree that the Lease Agreement may be extended for additional, consecutive one-year terms, if the Parties mutually agree, in writing, by August 1 prior to the commencement of the renewal term.

V. Termination and Renewal of Lease.

A. The Lease Agreement will automatically terminate upon the expiration of the lease term unless both parties agree to a renewal pursuant to the terms required in Article IV.B.

B. Either the District or the Colony may unilaterally terminate the Lease for any reason during the period of the initial lease term, or during any annual renewal period, by giving thirty (30) days written notice of the intent to terminate the lease.

C. District may automatically terminate the Lease Agreement and close the School without providing thirty (30) days written notice if the enrollment of the School drops to below 15 students. Notice of such a termination must be in writing, but need not adhere to the thirty (30)-day notice period.

D. If at any time during the lease term it is determined that the Leased Premises are untenable or unfit for occupancy as a school building, in whole or in part, due to fire, casualty, or

structural defects, this Lease may be immediately terminated by either party by providing notice in writing to the other party. Notice of such a termination must be in writing, but need not adhere to the thirty (30)-day notice period.

VI. Rent.

For the initial term of this Lease, and during any renewals thereof, the Colony will lease the Leased Premises to the District of the sum of one dollar ($1.00) per year.

VII. Furnishings and Instructional Equipment.

A. District is responsible for providing, at its sole expense, all furniture and instructional equipment necessary for its use of the Leased Premises for the purposes described in Article II, above.

B. Any furniture or instructional equipment placed in the Leased Premises by District shall remain the property of District.

VIII. Hold Harmless and Indemnification.

A. Colony expressly agrees to release the District, its servants, agents, or employees, from all liability for any demands, injuries, damages, attorney fees, court costs and disbursements, actions or causes of action, or claims of whatever nature, including subrogation claims, arising from injury to person or property or any other claim arising out of or in connection with District's use and occupancy of the Leased Premises, whether or not covered by insurance. This clause expressly includes claims arising out of the negligence of the District, their servants, agents or employees, but for purposes of personal or property injury claims, it does not include claims arising out of the intentional, willful or wanton misconduct of the District, their servants, agents or employees.

B. Colony agrees to indemnify, defend, protect, and hold harmless District, its servants, agents or employees, from and against any and all liabilities, damages, costs, expenses (including all attorney fees and expenses), causes of action, suits, claims, demands or judgments of any nature, including subrogation claims arising out of or in connection with District's use and occupancy of the Leased Premises. This clause expressly includes claims arising out of the negligence of the District, its servants, agents or employees, but for purposes of personal and property injury claims, it does not include claims arising out of the intentional, willful or wanton misconduct of the District, its servants, agents or employees.

IX. Insurance.

Colony must, at Colony's sole cost and expense, provide and maintain during the term of this Agreement a blanket or general liability insurance policy against claims for personal injury, death, property damage or violation of constitutional or statuary rights occurring in connection with the use and occupancy of the Leased Premises by the District. Said policy must have limits of not less than $1,000,000 combined single limit. The District must be named in said insurance policy as an additional insured. The insurance carrier shall be notified by the Colony of the terms of this Agreement.

Insurance policies (or riders) required by this Agreement, (i) must be taken out by Colony and maintained with solvent and responsible insurance companies organized under the laws of one of the states of the United States and licensed to do business in the State of Minnesota, (ii) must contain a provision that the insurer may not cancel or revise coverage thereunder without giving

written notice to the insured party and to the District as an additional insured at least thirty (30) days before cancellation or revision becomes effective, (iii) must name Colony as an insured party and District as an additional insured, and (iv) must be evidenced by a Certificate of Insurance listing District as an additional insured which must be filed with the District prior to commencement of the term of this Agreement.

X. Assignment.

Neither District nor Colony shall assign or transfer any rights or obligations under this Agreement without prior written approval of the other Party.

XI. Title.

Colony represents that it has full right, power and authority to enter into a lease of the Leased Premises in question and for the term herein granted and that the Leased Premises may be used by the District for the entire term, unless earlier terminated, as provided for herein.

XII. Taxes.

Colony shall be responsible for the payment of any and all real estate taxes with respect to the Leased Premises and shall made payment of any such taxes promptly when due.

XIII. Notices.

All notices required to be given by one party to another party under this Agreement shall be in writing and sent by mail to the individuals designated below:

Pipestone Area Schools	Heartland Colony
Superintendent Dr. Klint W.Willert	Mr. Jerry Wipf
1401 7th Street SW	2171-100th Avenue
Pipestone, MN 56164	Lake Benton, MN 56149

All notices required to be provided on a specific day or date shall be considered as timely if postmarked on or before the date due.

XIV. Construction of Agreement.

It is agreed that this Lease Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Minnesota.

XV. Amendments.

No amendments shall be made to this Lease Agreement except in writing and signed by the designees of the parties.

XVI. Savings Clause.

Should any provision or provisions of this Lease Agreement be found unlawful, the other provisions of this Lease Agreement shall remain in force and effect if by doing so the purposes of this Lease Agreement, taken as a whole, can be made operative. Should any provision or provisions be found unlawful, the parties shall meet and attempt to agree upon an amendment to this Lease

Agreement to replace the unlawful part or parts. This section shall not be interpreted to alter Article V, Termination and Renewal of Lease.

XVII. Integration.

This Lease Agreement sets forth the entire Agreement and understanding of the Parties with respect to the transaction contemplated hereby and supersedes all prior Agreements, arrangements and understandings relating to the subject matter hereof. No representation, promise, inducement or statement of intention has been made which is not embodied in this Lease Agreement or in the documents referred to herein, and neither Party shall be bound by or liable for any alleged representation, promise, inducement or statement of intention not so set forth.

IN WITNESS WHEREOF, the undersigned Parties have caused this Agreement to be signed on their behalf intending to be bond thereby, and intending to bind their heirs, successors, executors, administrators and assigns.

INDEPENDENT SCHOOL DISTRICT NO. 2689, PIPESTONE AREA SCHOOLS

BY:_____
(Tyler Fruechte)

TITLE: Chair

DATE:_____

HEARTLAND COLONY

BY:_____
(Jerry Wipf)

TITLE: President

DATE:_____

BY:_____
(Daphne Likness)

TITLE: Clerk

DATE:_____

Heartland Colony Lease:
July 27, 2026
For
2026-2027 School Year

1. A written excuse is required by the student/parent if a student is absent.

2. The students will be allowed to go to the library once a month.

3. The students will be allowed four educational trips each school year.

4. The Colony will supply the school with a helper for Kindergarten.

5. The students will be allowed to attend educational speakers/groups that are offered to elementary students at Pipestone Elementary.

6. The students will be allowed to attend all school lyceums that the students in Pipestone Elementary.

7. The Colony must supply each student with the needed school supplies that are required of students at Pipestone Elementary.

8. The Colony must supply each student with the needed supplies for Art projects if requested by the teacher at the Colony. I.E. Christmas & Mother's Day.

Date: _____

Jerry Wipf, CEO/Hutterite Colony School

Date: _____

Superintendent of Schools

Date: _____

Chair of the School Board

Date: _____

Clerk of the School Board

102 EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not discriminate on the basis of one or more of the following: race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school district also makes reasonable accommodation for students with disabilities.

B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413).

C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).

D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).

E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and

ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

F. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.

G. Every school district employee shall be responsible for complying with this policy.

H. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

~~**III. GRIEVANCE PROCEDURE FOR COMPLAINTS OF DISCRIMINATION**~~

~~The following grievance procedure applies to claims of sex, disability, and racial discrimination:~~

~~A. Any person who believes he or she has been the victim of unlawful discrimination or any person with knowledge or belief of conduct that may constitute unlawful discrimination shall report the alleged acts immediately to an appropriate school district official designated by this policy. The complaint must be filed within 90 calendar days of the alleged violation.~~

~~B. The Human Rights Officer is responsible for receiving oral or written complaints of unlawful discrimination toward an employee or student. However, nothing in this policy shall prevent any person from reporting unlawful discrimination toward an employee or student directly with the Human Rights Officer, the school board or other school district official.~~

~~C. The school board hereby designates the superintendent of schools, 1401 7th St SW, Pipestone, MN 56164, 507-562-6068, as the school district Human Rights Officer(s) to receive reports, complaints or grievance of unlawful discrimination. If the complaint involves a human rights officer, the complaint shall be filed directly with the School Board Chairperson.~~

~~D. The Human Rights Officer may request but not insist upon a written complaint. Alternative means of filing a complaint, such as through a personal interview or by tape recording, shall be made available upon request for qualified persons with a disability. If the complaint is oral, it shall be reduced to writing within 24 hours and forwarded to the superintendent. Failure to do so may result in disciplinary action. The school district encourages the reporting party to complete the complaint form~~

for written complaints. It is available from the principal of each building or the school district office.

E. The school district shall respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses, consistent with the school district's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations.

INVESTIGATION

A. The Human Rights Officer, upon receipt of a complaint alleging unlawful discrimination shall promptly undertake an investigation if deemed appropriate. The investigation may be conducted by the Title IX coordinator for complaints of sex discrimination or the Section 504 Coordinator for complaints of disability discrimination, or a school district official or neutral third party designated by the Title IX coordinator, Section 504 coordinator or Human Rights Officer. The investigation shall be completed within 30 days of the complaint, unless impracticable.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods deemed pertinent by the investigator.

C. In determining whether the alleged conduct constitutes a violation of this policy, the school district shall consider the facts and the surrounding circumstances such as the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incident occurred.

D. The school district may take immediate steps to protect the parties involved in the complaint process, pending completion of an investigation of alleged unlawful discrimination.

E. Upon completion of the investigation, the school district investigator shall make a written report to the Human Rights Officer. If the complaint involves the Human Rights Officer, the report may be filed directly with the superintendent or school board. The report shall include the facts, a determination of whether the allegations have been substantiated, whether a violation of this policy has occurred as well as a description of any proposed resolution which may include alternative dispute resolution.

F. The district shall comply with federal and state law pertaining to retention of records.

APPEAL

If the grievance has not been resolved to the satisfaction of the complainant, s/he may appeal to the Human Rights Officer within ten (10) school days of receipt of the findings of the school district investigation. The school district investigator shall conduct a review of the appeal and within ten (10) school days of receipt of the appeal, shall affirm, reverse,

or modify the findings of the report. The decision of the school district investigator is final but does not preclude pursuit of alternative complaint procedures noted in the section entitled "Right to Alternative Compliant Procedures."

SCHOOL DISTRICT ACTION

A. Upon conclusion of the investigation and receipt of the findings, the school district shall take appropriate action. If it is determined that a violation has occurred, such action may include, but is not limited to, warning, suspension, expulsion, transfer, remediation or termination.

School district action taken for violation of this policy shall be consistent with the requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

B. The result of the school district's investigation of each complaint filed under these procedures shall be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

RETALIATION

The school district shall take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful discrimination toward an employee or student or any person who testifies, assists or participates in an investigation or hearing relating to such unlawful discrimination. Retaliation includes, but is not limited to, any form of intimidation or harassment.

CONFLICT OF INTEREST

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

DISSEMINATION OF POLICY

The school district shall adopt and publish these procedures.

TITLE IX COORDINTAOR
Rick Zollner
1401 7th St. SW
Pipestone, MN 56164
507-562-6084
rick.zollner@pas.k12.mn.us

SECTION 504 COORDINATOR (GR 6-12)
Kaysee Slaba
1401 7th St. SW
Pipestone, MN 56164
507-562-6111
kaysee.slaba@pas.k12.mn.us

SECTION 504 COORDINATOR (GR Pre-K-5)
Josie Loll
1401 7th St SW
Pipestone, MN 56164
507-562-6207
josie.loll@pas.k12.mn.us

~~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 listed below or initiating action in state or federal court.~~

~~Claims of discrimination may also be pursued through the following agencies where appropriate:~~

~~A student, parent, or employee can file a complaint with OCT at any time at:~~

~~Office for Civil Rights, Region V~~
~~U.S. Department of Education~~
~~Citigroup Center~~
~~500 W. Madison Street – Suite 1475~~
~~Chicago, IL 60661-4544~~
~~Tel: 312-730-1560~~
~~Facsimile: 312-730-1576~~
~~TDD: 800-877-8339~~

~~Students, parents, and employees may file a complaint of discrimination with:~~

~~MN Department of Human Rights~~
~~Freeman Building, 625 Robert Street North~~
~~St. Paul, MN 55155~~
~~800-657-3704~~
~~651-539-1100~~
~~TDD 651-296-1283~~

~~For complaints of employment discrimination:~~

~~Equal Employment Opportunity Commission~~
~~330 S. 2nd Avenue, Suite 720~~
~~Minneapolis, MN 55401~~
~~800-669-4000~~
~~TDD 800-669-6820~~

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

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

Adopted: 9/18/1995
Revised: 9/6/05
Revised: 4/24/17
Revised: 2/26/18
Revised: 8/27/18
Revised: 2/28/22
Revised: 8/22/22
Revised: 2/27/23
Revised: 7/24/23
Revised: 8/28/23
Revised: 7/22/24

102 EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not discriminate on the basis of one or more of the following: race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school district also makes reasonable accommodation for students with disabilities.

B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.

C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination.

D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination.

E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and

practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

F. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.

G. Every school district employee shall be responsible for complying with this policy.

H. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

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

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

Adopted: 9/18/1995
Revised: 9/6/05, 4/24/17, 2/26/18, 8/27/18, 2/28/22, 8/22/22, 2/27/23, 7/24/23, 8/28/23, 7/22/24, 7/27/2026

208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

[NOTE: The provisions of this policy are recommendations. The procedures for policy development, adoption, and implementation are not specifically provided by statute.]

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policies shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form that is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

A. The school board has jurisdiction to legislate policy with the force and effect of law for the school district. School district policy provides the school board's general direction for the school district while delegating policy implementation to the administration.

B. The school district's policies provide guidelines and goals to the school community. The policies are the basis for guidelines and directives created by the administration. The school board shall determine the effectiveness of policies by evaluating periodic reports from the administration.

C. Policies may be proposed by a school board member, employee, student, or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION AND REVIEW OF POLICY

A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two (2) school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings.

B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a meeting after the two (2) meetings at which public input was received. The policy will be effective on the latter of the date of passage or the date stated in the motion.

C. In an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board in a single meeting. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The policy adopted in an emergency shall expire within one (1) year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency.

D. If a policy is ~~modified~~ revised with minor, technical changes that do not affect the substance of the policy, the school board directs school district staff to incorporate the technical revisions in the relevant policy.

If a policy is revised ~~or~~ because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

[Note: The school board may choose to direct school district staff or the school board's policy committee to incorporate technical revisions, such as statutory references, grammatical improvements, and similar matters without requiring formal school board approval of the technical revision.]

V. IMPLEMENTATION OF AND ACCESS TO POLICY

A. The superintendent shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.

B. Each school board member shall have access to school district policies. A copy of the school district policies shall be placed in the office of each school attendance center and in the central school district office and shall be available for reference purposes to other interested persons.

C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policy current.

D. The school board shall review policies at least once every three (3) years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: 506 Student Discipline; 722 Public Data Requests; and 806 Crisis Management Policy.

E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the mission, educational philosophy, and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

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

Cross References: MSBA/MASA Model Policy 305 (Policy Implementation)

208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policies shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form that is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

A. The school board has jurisdiction to legislate policy with the force and effect of law for the school district. School district policy provides the school board's general direction for the school district while delegating policy implementation to the administration.

B. The school district's policies provide guidelines and goals to the school community. The policies are the basis for guidelines and directives created by the administration. The school board shall determine the effectiveness of policies by evaluating periodic reports from the administration.

C. Policies may be proposed by a school board member, employee, student, or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION AND REVIEW OF POLICY

A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two (2) school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings.

B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a meeting after the two (2) meetings at which public input was received. The policy will be effective on the latter of the date of passage or the date stated in the motion.

C. In an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board in a single meeting. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The policy adopted in an emergency shall expire within one (1) year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency.

D. If a policy is revised with minor, technical changes that do not affect the substance of the policy, the school board directs school district staff to incorporate the technical

revisions in the relevant policy.

If a policy is revised because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

V. IMPLEMENTATION OF AND ACCESS TO POLICY

A. The superintendent shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.

B. Each school board member shall have access to school district policies. A copy of the school district policies shall be placed in the office of each school attendance center and in the central school district office and shall be available for reference purposes to other interested persons.

C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policy current.

D. The school board shall review policies at least once every three (3) years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: 506 Student Discipline; 722 Public Data Requests; and 806 Crisis Management Policy.

E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the mission, educational philosophy, and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

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

Cross References: MSBA/MASA Model Policy 305 (Policy Implementation)

Adopted: 8-21-1995
Revised: 11-28-2005, 4-24-2017, 2-28-2022, 8-22-2022, 4-28-2025, 7-27-2026

401 EQUAL EMPLOYMENT OPPORTUNITY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is 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, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, 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 policy on harassment and violence.

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

D. Every school district employee shall be responsible for following this policy.

E. Any person having a question regarding this policy should discuss it with Human Resources, located in the District Office.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 2615 (Family and Medical Leave Act)
38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)
38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)
42 U.S.C. § 2000e *et seq.* (Equal Employment Opportunities; Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 405 (Veteran's Preference)
MSBA/MASA Model Policy 413 (Harassment and Violence)

Adopted: 9-18-1995
Revised: 8-27-2018, 8-26-2019, 1-25-2021, 10-25-2021, 8-22-2022, 2-27-2023, 8-26-2024, 3-23-2026, 7-27-2026

402 DISABILITY NONDISCRIMINATION POLICY

[NOTE: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.

B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.

C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee unless the accommodation would impose undue hardship on the operation of the business of the school district.

D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact **[list the name, title, office address, telephone number, and e-mail address]**. Kaysee Slaba, Social Worker, 1401 7th St SW, Pipestone, MN 56164, 507-562-6111, kaysee.slaba@pas.k12.mn.us. This individual is the school district's appointed ADA/Section 504 coordinator for grades 6-12, or Josie Loll, elementary nurse, 1401 7th St SW, Pipestone, MN 56164, 507-562-6207 for grades Pre-K-5. This individual is the school district's appointed ADA/Section 504 coordinator.

E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in employment may be an unfair discriminatory practice under the Minnesota Human Rights Act.

~~III. GRIEVANCE PROCEDURE FOR COMPLAINTS AND DISCRIMINATION~~

~~The following grievance procedure applies to claims of sex, disability, and racial discrimination.~~

~~A. Any person who believes he or she has been the victim of unlawful discrimination or any person with knowledge or belief of conduct that may constitute unlawful discrimination shall report the alleged acts immediately to an appropriate school district official designated by this policy. The complaint must be filed within 90 calendar days of the alleged violation.~~

B. The Human Rights Officer is responsible for receiving oral or written complaints of unlawful discrimination toward an employee or student. However, nothing in this policy shall prevent any person from reporting unlawful discrimination toward an employee or student directly with the Human Rights Officer, the school board or other school district official.

C. The school board hereby designates Klint Willert, 1401 7th St SW, Pipestone, MN 56164, 507-562-6068, klint.willert@pas.k12.mn.us, as the school district Human Rights Officer(s) to receive reports, complaints or grievance of unlawful discrimination. If the complaint involves a human rights officer, the complaint shall be filed directly with the school board chair.

D. The Human Rights Officer may request but not insist upon a written complaint. Alternative means of filing a complaint, such as through a personal interview or by tape recording, shall be made available upon request for qualified persons with a disability. If the complaint is oral, it shall be reduced to writing within 24 hours and forwarded to the superintendent. Failure to do so may result in disciplinary action. The school district encourages the reporting party to complete the complaint form for written complaints. It is available from the principal of each building or the school district office.

E. The school district shall respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses, consistent with the school district's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations.

INVESTIGATION

A. The Human Rights Officer, upon receipt of a complaint alleging unlawful discrimination shall promptly undertake an investigation if deemed appropriate. The investigation may be conducted by the Title IX coordinator for complaints of sex discrimination or the Section 504 Coordinator for complaints of disability discrimination, or a school district official or neutral third party designated by the Title IX coordinator, Section 504 coordinator or Human Rights Officer. The investigation shall be completed within 30 days of the complaint, unless impracticable.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods deemed pertinent by the investigator.

C. In determining whether the alleged conduct constitutes a violation of this policy, the school district shall consider the facts and the surrounding circumstances such as the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incident occurred.

D. The school district may take immediate steps to protect the parties involved in the complaint process, pending completion of an investigation of alleged unlawful discrimination.

E. Upon completion of the investigation, the school district investigator shall make a written report to the Human Rights Officer. If the complaint involves the Human Rights Officer, the report may be filed directly with the superintendent or school board. The report shall include the facts, a determination of whether the allegations have been substantiated, whether a violation of this policy has occurred as well as a description of any proposed resolution which may include alternative dispute resolution.

F. The district shall comply with federal and state law pertaining to retention of records.

APPEAL

If the grievance has not been resolved to the satisfaction of the complainant, s/he may appeal to the Human Rights Officer within ten (10) school days of receipt of the findings of the school

district investigation. The school district investigator shall conduct a review of the appeal and within ten (10) school days of receipt of the appeal, shall affirm, reverse, or modify the findings of the report. The decision of the school district investigator is final but does not preclude pursuit of alternative complaint procedures noted in the section entitled "Right to Alternative Complaint Procedures."

SCHOOL DISTRICT ACTION

A. Upon conclusion of the investigation and receipt of the findings, the school district shall take appropriate action. If it is determined that a violation has occurred, such action may include, but is not limited to, warning, suspension, expulsion, transfer, remediation or termination.

School district action taken for violation of this policy shall be consistent with the requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

B. The result of the school district's investigation of each complaint filed under these procedures shall be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

RETALIATION

The school district shall take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful discrimination toward an employee or student or any person who testifies, assists or participates in an investigation or hearing relating to such unlawful discrimination. Retaliation includes, but is not limited to, any form of intimidation or harassment.

CONFLICT OF INTEREST

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

DISSEMINATION OF POLICY

The school district shall adopt and publish these procedures.

TITLE IX COORDINATOR
Rick Zollner
1401 7th St. SW
Pipestone, MN 56164
507-562-6099
rick.zollner@pas.k12.mn.us

SECTION 504 COORDINATOR GR 6-12
Kaysee Slaba
1401 7th St. SW
Pipestone, MN 56164
507-562-6111
kaysee.slaba@pas.k12.mn.us

SECTION 504 COORDINATOR GR Pre-K – 5
Josie Loll
1401 7th ST SW
Pipestone, MN 56164
507-562-6207
josie.loll@pas.k12.mn.us

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 listed below or initiating action in state or federal court. Claims of discrimination may also be pursued through the following agencies where appropriate:

~~A student, parent, or employee can file a complaint with OCR at any time at:~~

~~Office for Civil Rights, Region V~~
~~U.S. Department of Education~~
~~Citigroup Center~~
~~500 W. Madison Street – Suite 1475~~
~~Chicago, IL 60661-4544~~
~~Tel: 312-730-1560~~
~~Facsimile: 312-730-1576~~
~~TDD: 800-877-8339~~

~~Students, parents, and employees may file a complaint of discrimination with:~~

~~MN Department of Human Rights~~
~~Freeman Building, 625 Robert Street North~~
~~St. Paul, MN 55155~~
~~800-657-3704~~
~~651-539-1100~~
~~TDD 651-296-1283~~

~~For complaints of employment discrimination:~~

~~Equal Employment Opportunity Commission~~
~~330 S. 2nd Avenue, Suite 720~~
~~Minneapolis, MN 55401~~
~~800-669-4000~~
~~TDD 800-669-6820~~

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101 (Americans with Disabilities Act)
29 C.F.R. Part 32 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)
34 C.F.R. Part 104 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Adopted: 1-16-1996

Revised: 10/05, 9/14, 7/17, 2/18, 8/26/2019, 1/25/2021, 10/25/2021, 8/22/2022, 2/27/2023
Revised: 8/26/2024

402 DISABILITY NONDISCRIMINATION POLICY

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.

B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.

C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee unless the accommodation would impose undue hardship on the operation of the business of the school district.

D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact Kaysee Slaba, Social Worker, 1401 7th St SW, Pipestone, MN 56164, 507-562-6111, kaysee.slaba@pas.k12.mn.us. This individual is the school district's appointed ADA/Section 504 coordinator for grades 6-12, or Josie Loll, elementary nurse, 1401 7th St SW, Pipestone, MN 56164, 507-562-6207 for grades Pre-K-5. This individual is the school district's appointed ADA/Section 504 coordinator.

E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in employment may be an unfair discriminatory practice under the Minnesota Human Rights Act.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101 (Americans with Disabilities Act)
29 C.F.R. Part 32 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)
34 C.F.R. Part 104 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Adopted: 1-16-1996

Revised: 10/05, 9/14, 7/17, 2/18, 8/26/2019, 1/25/2021, 10/25/2021, 8/22/2022, 2/27/2023
Revised: 8/26/2024, 7/27/2026

423 EMPLOYEE-STUDENT RELATIONSHIPS

I. PURPOSE

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.

B. At all times, students will be treated by teachers and other school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.

C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.

D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.

E. Other actions that violate this policy include, but are not limited to, the following:

1. Dating students.

2. Having any interaction/activity of a sexual nature with a student.

3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.

4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.

5. Grooming as prohibited under Minnesota Statutes, section 609.352.

F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

~~**[NOTE: Such safeguards may include the following: avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one, and/or making sure that such meetings with a student take place in rooms with windows and/or others nearby.]**~~

G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.

H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with the school district's ~~Policy 103 (~~Complaints – Students, Employees, Parents, Other Persons policy~~)~~ unless other specific complaint procedures are provided within any other policy of the school district.

B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, 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. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

Legal References:
Minn. Stat. § 13.43, Subd. 16 (Personnel Data)
Minn. Stat. § 122A.20, Subd. 2 (Suspension or Revocation of Licenses)
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Employment; Contracts; Termination)
Minn. Stat. §§ 609.341-609.352 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

Cross References:
MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Gifts to Employees and School Board Members)

423 EMPLOYEE-STUDENT RELATIONSHIPS

I. PURPOSE

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.

B. At all times, students will be treated by teachers and other school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.

C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.

D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.

E. Other actions that violate this policy include, but are not limited to, the following:

1. Dating students.

2. Having any interaction/activity of a sexual nature with a student.

3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.

4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.

5. Grooming as prohibited under Minnesota Statutes, section 609.352.

F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.

H. School district employees will adhere to applicable standards of ethics and professional

conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with the school district's Complaints – Students, Employees, Parents, Other Persons policy unless other specific complaint procedures are provided within any other policy of the school district.

B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, 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. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

Legal References:
Minn. Stat. § 13.43, Subd. 16 (Personnel Data)
Minn. Stat. § 122A.20, Subd. 2 (Suspension or Revocation of Licenses)
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Employment; Contracts; Termination)
Minn. Stat. §§ 609.341-609.352 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

Cross References:
MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)
MSBA/MASA Model Policy 507 (Corporal Punishment and Prior Restraint)

Adopted: 3-27-2006
Revised: 12-18-2017, 8-26-2019, 4-25-2022, 4-28-2025, 7-27-2026

506 STUDENT DISCIPLINE

[NOTE: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes, section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services,

academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes, sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

A. <u>The School Board</u>

The school board holds all school personnel responsible for the maintenance of order

within the school district and supports all personnel acting within the framework of this discipline policy.

B. Superintendent

The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

C. Principal

The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person’s lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

D. Teachers.

All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in exercising the person’s lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

E. Other School District Personnel.

All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising the person’s lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

F. Parents or Legal Guardians

Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

G. Students

All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. Community Members

Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. The school district must report annually by July 15, in a form and manner determined by the Commissioner of the Minnesota Department of Education (MDE), data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to MDE as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;

B. To attend school daily, except when excused, and to be on time to all classes and other school functions;

C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

D. To make necessary arrangements for making up work when absent from school;

E. To assist the school staff in maintaining a safe school for all students;

F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;

G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;

H. To be aware of and comply with federal, state, and local laws;

I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;

J. To respect and maintain the school's property and the property of others;

K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;

L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;

M. To conduct themselves in an appropriate physical or verbal manner; and

N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School 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 unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of profanity or obscene language, or the possession of obscene materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;

4. Violation of the school district's Hazing Prohibition Policy;

5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;

6. Violation of the school district's Student Attendance Policy;

7. Opposition to authority using physical force or violence;

8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;

10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);

11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;

12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;

13. Violation of the school district's Weapons Policy;

14. Violation of the school district's Violence Prevention Policy;

15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;

16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;

17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;

18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;

19. Violation of any local, state, or federal law as appropriate;

20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;

21. Violation of the school district's Internet, Technology, and Cell Phone Acceptable Use and Safety Policy; including altering images or videos with the intent to harm. (Policy 524)

22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy [insert district's cell phone policy if applicable]; Policy 524.5

23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;

24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;

27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;

28. Possession or distribution of slanderous, libelous, or pornographic materials;

29. Violation of the school district's Bullying Prohibition Policy;

30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;

32. Falsification of any records, documents, notes, or signatures;

33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;

35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;

36. Violation of the school district's Harassment and Violence Policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;

39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;

43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;

44. Violation of the school district's one-to-one device rules and regulations;

45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

C. The school district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or

3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

D. The school district must not withhold recess from a student based on incomplete schoolwork.

E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within twenty-four (24) hours of using recess detention.

F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student’s misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;

B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

C. Parent contact;

D. Parent conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Financial restitution;

N. Referral to police, other law enforcement agencies, or other appropriate authorities;

O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

P. Out-of-school suspension under the Pupil Fair Dismissal Act;

Q. Preparation of an admission or readmission plan;

R. Saturday school;

S. Expulsion under the Pupil Fair Dismissal Act;

T. Exclusion under the Pupil Fair Dismissal Act; and/or

U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

A. The teacher of record shall have the general control and government of the classroom. 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 pursuant to the procedures established by this discipline policy.

1. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

2. ~~Unscheduled Student Removal from Class~~

~~A public school is encouraged to adopt a school policy on parental notification for unscheduled student removal from class. The public school must consult with child abuse prevention experts to incorporate best practices into the school policy. A public school with a policy on parental notification must include the policy in the employee handbook and disseminate information to school staff regarding child abuse prevention in a school setting.~~

~~**[NOTE: The 2024 Minnesota legislature enacted this provision, which**~~

~~does not require a school board to adopt policy language. School districts may determine whether to adopt policy language.]~~

3. Grounds for removal from class shall include any of the following:

   a. 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;

   b. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

   c. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

   d. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

   Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

4. A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

[NOTE: The following Sections C. - J. must be developed and inserted by each school district based upon individual district practices, procedures, and preferences. School districts may consider developing and inserting procedures identified in Sections K-N.]

C. Procedures for Removal of a Student from a Class.

1. The building principal will determine the amount of time appropriateness of a student removal from class.

2. The teacher will follow up on any removal from class with a written description of the incident which led to the request for a student to be removed.

3. Documentation is recorded in the district adopted Student Information System.

D. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)

1. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

E. Responsibility for and Custody of a Student Removed from Class.

1. Any student removed from class should report to the principal's office immediately.

2. A student removed from class will be expected to walk to the office without an escort, unless the situation warrants an escort be present.

3. While removed from class, the student may be assigned to a supervised study area and is expected to complete assignments missed while removed.

4. The building principal or designee will be responsible for assigning the student to a supervised study area while removed from class.

F. Procedures for Return of a Student to a Specific Class from Which the Student was Removed.

1. Principal/Teacher/Parent/Student conference to discuss terms and conditions of the students return to class.

2. Conditional return based on terms and conditions defined by the conference.

G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;

1. Parent/Guardian will be notified by phone, email, or Certified USPS mail whenever there is a violation of school rules which results in disciplinary action.

2. When appropriate, a conference with the parent/guardian and student will be held prior to readmission to school or a class.

H. Students with a Disability; Special Provisions.

1. Any violation of school rules by a disabled student which results in serious disciplinary action or continuous assignment of less severe consequences will be followed up by a conference to determine if further assessment is needed, to review the adequacy of the current IEP and to determine if a referral is needed.

2.. Any student suspected of having a disability may be referred to Special Education services for assessment and determination of eligibility.

I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.

1. District will convene a chemical abuse preassessment team to the extent necessary.

2. Staff shall report chemical abuse concerns to the appropriate administrator for referral to the chemical abuse preassessment team.

XII. DISMISSAL

A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from

class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425 is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

   a. a preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

   b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. Definition of "Suspension"

   "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a

suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a disability.

The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

2. Opportunity to Complete School Work

School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3. Parent/Guardian Meeting

If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

4. Readmission Plan

Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect.

5. Child with a Disability

A child with a disability may be suspended. When a child with a disability has

been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6^{th}) consecutive day of suspension or the tenth (10^{th}) cumulative day of suspension has elapsed.

6. Alternative Education Services

Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.

7. Informal Administrative Conference

The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. Administration Options

After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:

a. strongly encourage a parent or guardian of the student to attend school with the student for one day;

b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and

c. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.

9. Written Notice

A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the

Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

10. Notification

The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

12. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. EXPULSION AND EXCLUSION

A. Definitions

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.

2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.

B. Proceedings

1. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

2. Notice

The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices

accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.

3. Right to a Representative

The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

4. Hearing

a. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

b. Hearing Schedule

The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.

All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.

c. Access to Records

At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

d. Hearing Officer

All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

e. Evidence and Testimony

The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

The student cannot be compelled to testify in the dismissal proceedings.

f. Recording

The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

g. Findings and Recommendation

The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.

5. School Board Decision

The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of MDE (Commissioner) of the basis and reason for the decision.

6. Appeal

A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.

7. Report

The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date,

and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

XIV. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

XVI. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13.

XVII. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral

intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVIII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes, section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes, section 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 (Minnesota Statutes, chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XIX. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;

2. provide an opportunity for involved parties to submit additional information related to the complaint;

3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;

4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XX. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XXI. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.611 (Recess and Other Breaks)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq*. (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 507.5 (School Resource Officers)

MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Recording Other Than on Buses)

Adopted: 5/21/1996

Revised: 8/27/2018
7/22/2019
7/27/2020
9/27/2021
9/26/2022
7/22/2024
7/28/2025
7/27/2026

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes, section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes, sections 120B.12;

121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

A. <u>The School Board</u>

The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

B. Superintendent

The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

C. Principal

The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

D. Teachers.

All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

E. Other School District Personnel.

All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section

626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

F. Parents or Legal Guardians

Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

G. Students

All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. Community Members

Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. The school district must report annually by July 15, in a form and manner determined by the Commissioner of the Minnesota Department of Education (MDE), data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to MDE as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;

B. To attend school daily, except when excused, and to be on time to all classes and other school functions;

C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

D. To make necessary arrangements for making up work when absent from school;

E. To assist the school staff in maintaining a safe school for all students;

F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;

G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;

H. To be aware of and comply with federal, state, and local laws;

I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;

J. To respect and maintain the school's property and the property of others;

K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;

L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;

M. To conduct themselves in an appropriate physical or verbal manner; and

N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School 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 unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of profanity or obscene language, or the possession of obscene materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;

4. Violation of the school district's Hazing Prohibition Policy;

5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;

6. Violation of the school district's Student Attendance Policy;

7. Opposition to authority using physical force or violence;

8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;

10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);

11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;

12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;

13. Violation of the school district's Weapons Policy;

14. Violation of the school district's Violence Prevention Policy;

15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;

16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;

17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;

18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;

19. Violation of any local, state, or federal law as appropriate;

20. Acts disruptive of the educational process, including, but not limited to,

disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;

21. Violation of the school district's Internet and Technology–Acceptable Use and Safety Policy; including altering images or videos with the intent to harm. (Policy 524)

22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy 524.5

23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;

24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;

27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;

28. Possession or distribution of slanderous, libelous, or pornographic materials;

29. Violation of the school district's Bullying Prohibition Policy;

30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;

32. Falsification of any records, documents, notes, or signatures;

33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;

35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;

36. Violation of the school district's Harassment and Violence Policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;

39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;

43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;

44. Violation of the school district's one-to-one device rules and regulations;

45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

C. The school district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or

3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

D. The school district must not withhold recess from a student based on incomplete schoolwork.

E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within twenty-four (24) hours of using recess detention.

F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student’s misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;

B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

C. Parent contact;

D. Parent conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Financial restitution;

N. Referral to police, other law enforcement agencies, or other appropriate authorities;

O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

P. Out-of-school suspension under the Pupil Fair Dismissal Act;

Q. Preparation of an admission or readmission plan;

R. Saturday school;

S. Expulsion under the Pupil Fair Dismissal Act;

T. Exclusion under the Pupil Fair Dismissal Act; and/or

U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

A. The teacher of record shall have the general control and government of the classroom. 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 pursuant to the procedures established by this discipline policy.

1. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

2. Grounds for removal from class shall include any of the following:

a. 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;

b. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

c. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

d. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

3. A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

C. Procedures for Removal of a Student from a Class.

1. The building principal will determine the amount of time appropriateness of a student removal from class.

2. The teacher will follow up on any removal from class with a written description of the incident which led to the request for a student to be removed.

3. Documentation is recorded in the district adopted Student Information System.

D. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)

1. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

E. Responsibility for and Custody of a Student Removed from Class.

1. Any student removed from class should report to the principal's office immediately.

2. A student removed from class will be expected to walk to the office without an escort, unless the situation warrants an escort be present.

3. While removed from class, the student may be assigned to a supervised study area and is expected to complete assignments missed while removed.

4. The building principal or designee will be responsible for assigning the student to a supervised study area while removed from class.

F. Procedures for Return of a Student to a Specific Class from Which the Student was Removed.

1. Principal/Teacher/Parent/Student conference to discuss terms and conditions of the students return to class.

2. Conditional return based on terms and conditions defined by the conference.

G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;

1. Parent/Guardian will be notified by phone, email, or Certified USPS mail whenever there is a violation of school rules which results in disciplinary action.

2. When appropriate, a conference with the parent/guardian and student will be held prior to readmission to school or a class.

H. Students with a Disability; Special Provisions.

1. Any violation of school rules by a disabled student which results in serious disciplinary action or continuous assignment of less severe consequences will be followed up by a conference to determine if further assessment is needed, to review the adequacy of the current IEP and to determine if a referral is needed.

2.. Any student suspected of having a disability may be referred to Special Education services for assessment and determination of eligibility.

I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.

1. District will convene a chemical abuse preassessment team to the extent necessary.

2. Staff shall report chemical abuse concerns to the appropriate administrator for referral to the chemical abuse preassessment team.

XII. DISMISSAL

A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425 is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

   a. a preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

   b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. Definition of "Suspension"

   "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

   The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a disability.

   The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

2. Opportunity to Complete School Work

   School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school

principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3. Parent/Guardian Meeting

If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

4. Readmission Plan

Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect.

5. Child with a Disability

A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6^{th}) consecutive day of suspension or the tenth (10^{th}) cumulative day of suspension has elapsed.

6. Alternative Education Services

Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a

different setting.

7. Informal Administrative Conference

The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. Administration Options

After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:

a. strongly encourage a parent or guardian of the student to attend school with the student for one day;

b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and

c. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.

9. Written Notice

A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

10. Notification

The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent

that suspension exceeds five (5) consecutive school days.

12. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. EXPULSION AND EXCLUSION

A. Definitions

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.

2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.

B. Proceedings

1. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

2. Notice

The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.

3. Right to a Representative

The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

4. Hearing

a. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

b. Hearing Schedule

The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.

All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.

c. Access to Records

At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

d. Hearing Officer

All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

e. Evidence and Testimony

The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

The student cannot be compelled to testify in the dismissal proceedings.

f. Recording

The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

g. Findings and Recommendation

The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must

be made to the school board and served upon the parties within two (2) days after the close of the hearing.

5. School Board Decision

The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of MDE (Commissioner) of the basis and reason for the decision.

6. Appeal

A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.

7. Report

The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

XIV. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed

appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

XVI. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13.

XVII. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVIII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes, section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes, section 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 (Minnesota Statutes, chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XIX. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;

2. provide an opportunity for involved parties to submit additional information related to the complaint;

3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;

4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XX. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XXI. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)

Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.611 (Recess and Other Breaks)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq*. (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 507.5 (School Resource Officers)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Recording Other Than on Buses)

Adopted: 5/21/1996

Revised:8/27/2018, 7/22/2019, 7/27/2020, 9/27/2021, 9/26/2022, 7/22/2024, 7/28/2025, 7/27/2026

507.5 SCHOOL RESOURCE OFFICERS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. "School" means an elementary school, middle school or secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13.

B. "School resource officer" means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer's regular responsibilities through the terms of a contract entered between the peace officer's employer and the designated school district or charter school.

IV. CONTRACTUAL DUTIES

A. A school resource officer's contractual duties with the school district shall include:

1. fostering a positive school climate through relationship building and open communication;

2. protecting students, staff, and visitors to the school grounds from criminal activity;

3. serving as a liaison from law enforcement to school officials;

4. providing advice on safety drills;

5. identifying vulnerabilities in school facilities and safety protocols;

6. educating and advising students and staff on law enforcement topics; and,

7. enforcement of criminal laws.

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

C. A school resource officer must not use force or the authority of their office solely to

enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.

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

V. TRAINING

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

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

C. If an officer's employer is unable to provide the required training course to the officer prior to the officer assuming the duties of a school resource officer, the officer must complete the required training within six (6) months of assuming the duties of a school resource officer. The officer is not required to perform the duties described in Minnesota Statutes, section 626.8482, subdivision 2, paragraph (a), clause (4) or (5), until the officer has completed the required training course. The officer must review any policy adopted by the officer's employer pursuant to section 626.8482, subdivision 6 before assuming the other duties of a school resource officer and must comply with that policy.

D. An officer who is serving as a substitute school resource officer for fewer than sixty (60) student contact days within a school year is not obligated to complete the required training or perform the duties described in Minnesota Statutes, section 626.8482 subdivision 2, paragraph (a), clause (4) or (5), but must review and comply with any policy adopted pursuant to subdivision 6 by the law enforcement agency that employs the substitute school resource officer.

E. For each school resource officer employed by an agency, the chief law enforcement officer must maintain a copy of the most recent training certificate issued to the officer for completion of the training mandated under this section.

VI. DUTY TO IDENTIFY

A. A law enforcement officer must identify the law enforcement agency or other entity employing the individual, the individual's last name, and the individual's identification number if the individual is:

1. licensed by the Board of Peace Officer Standards and Training; or

2. an officer employed by a federally recognized Tribe, as defined in 25 United States Code, section 450b(e).

B. A law enforcement officer satisfies the requirements of Paragraph A. above if:

1. the officer wears a uniform that clearly identifies the law enforcement agency or other entity employing the officer and displays any combination of a badge, nameplate, identification patch, or other label that clearly identifies the officer's last name and identification number;

2. the officer wears body armor or a protective suit for the purposes of crowd control or participation as a member of a special weapons and tactics team, and displays any combination of a badge, nameplate, identification patch, or other label that clearly identifies the law enforcement agency or other entity employing the officer and the officer's identification number; or

3. upon request, the officer states the required information or provides a card that includes the required information.

VII. USE OF CHEMICAL IRRITANTS

The school district must provide information about the use of any chemical irritant, smoke screen, or diversionary device deployed within a building as required under Minnesota Statutes, section 626.745.

Legal References:
Minn. Stat. § 120A.05, subds. 9, 11, and 13 (Definitions)
Minn. Stat. § 123B.02, subd. 25 (General Powers of Independent School Districts – School Resource Officers)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)

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

Resources:
MN House of Representatives: School Resource Officers (accessed 10/02/25)
MN Department of Public Safety: School Resource Officer Training (accessed 10/02/25)
MN Department of Public Safety: FAQs for Mandated School Resource Officer (SRO) Requirements (accessed 10/02/25)
U.S. Department of Education: FAQs on Photos and Videos under FERPA (accessed 10/02/25)
U.S. Department of Education: School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA) (accessed 10/02/25)
U.S. Department of Education: Does FERPA distinguish between School Resource Officers (SROs) and other local police officers who work in a school? (accessed 10/02/25)

507.5 SCHOOL RESOURCE OFFICERS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. "School" means an elementary school, middle school or secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13.

B. "School resource officer" means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer's regular responsibilities through the terms of a contract entered between the peace officer's employer and the designated school district or charter school.

IV. CONTRACTUAL DUTIES

A. A school resource officer's contractual duties with the school district shall include:

1. fostering a positive school climate through relationship building and open communication;

2. protecting students, staff, and visitors to the school grounds from criminal activity;

3. serving as a liaison from law enforcement to school officials;

4. providing advice on safety drills;

5. identifying vulnerabilities in school facilities and safety protocols;

6. educating and advising students and staff on law enforcement topics; and,

7. enforcement of criminal laws.

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

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

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

V. TRAINING

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

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

C. If an officer's employer is unable to provide the required training course to the officer prior to the officer assuming the duties of a school resource officer, the officer must complete the required training within six (6) months of assuming the duties of a school resource officer. The officer is not required to perform the duties described in Minnesota Statutes, section 626.8482, subdivision 2, paragraph (a), clause (4) or (5), until the officer has completed the required training course. The officer must review any policy adopted by the officer's employer pursuant to section 626.8482, subdivision 6 before assuming the other duties of a school resource officer and must comply with that policy.

D. An officer who is serving as a substitute school resource officer for fewer than sixty (60) student contact days within a school year is not obligated to complete the required training or perform the duties described in Minnesota Statutes, section 626.8482 subdivision 2, paragraph (a), clause (4) or (5), but must review and comply with any policy adopted pursuant to subdivision 6 by the law enforcement agency that employs the substitute school resource officer.

E. For each school resource officer employed by an agency, the chief law enforcement officer must maintain a copy of the most recent training certificate issued to the officer for completion of the training mandated under this section.

VI. DUTY TO IDENTIFY

A. A law enforcement officer must identify the law enforcement agency or other entity employing the individual, the individual's last name, and the individual's identification number if the individual is:

1. licensed by the Board of Peace Officer Standards and Training; or

2. an officer employed by a federally recognized Tribe, as defined in 25 United States Code, section 450b(e).

B. A law enforcement officer satisfies the requirements of Paragraph A. above if:

1. the officer wears a uniform that clearly identifies the law enforcement agency or other entity employing the officer and displays any combination of a badge,

nameplate, identification patch, or other label that clearly identifies the officer's last name and identification number;

2. the officer wears body armor or a protective suit for the purposes of crowd control or participation as a member of a special weapons and tactics team, and displays any combination of a badge, nameplate, identification patch, or other label that clearly identifies the law enforcement agency or other entity employing the officer and the officer's identification number; or

3. upon request, the officer states the required information or provides a card that includes the required information.

VII. USE OF CHEMICAL IRRITANTS

The school district must provide information about the use of any chemical irritant, smoke screen, or diversionary device deployed within a building as required under Minnesota Statutes, section 626.745.

Legal References:
Minn. Stat. § 120A.05, subds. 9, 11, and 13 (Definitions)
Minn. Stat. § 123B.02, subd. 25 (General Powers of Independent School Districts – School Resource Officers)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)

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

Resources:
MN House of Representatives: School Resource Officers (accessed 10/02/25)
MN Department of Public Safety: School Resource Officer Training (accessed 10/02/25)
MN Department of Public Safety: FAQs for Mandated School Resource Officer (SRO) Requirements (accessed 10/02/25)
U.S. Department of Education: FAQs on Photos and Videos under FERPA (accessed 10/02/25)
U.S. Department of Education: School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA) (accessed 10/02/25)
U.S. Department of Education: Does FERPA distinguish between School Resource Officers (SROs) and other local police officers who work in a school? (accessed 10/02/25)

Adopted: 7/22/2024
Revised: 12/16/2024, 3-23-2026, 7-27-2026

509 ENROLLMENT OF NONRESIDENT STUDENTS

[NOTE: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes, section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

The school board adopts specific standards for acceptance and rejection of Open Enrollment applications.

III. OPEN ENROLLMENT PROCESS

A. Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; 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 in its schools or programs to a number not less than the lesser of:

   a. one (1) 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 according to~~in accordance with~~ Minnesota Statutes, section 124D.03.

3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. If the school district limits enrollment of nonresident students pursuant to Paragraph A.~~this section~~, the school district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

C. The parent of a student with a disability not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect, in the same manner as the parent of a resident student with a disability, a school in the nonresident district where the child is enrolled in a Head Start program or a licensed child care setting in the nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.

Under this paragraph, parents must demonstrate enrollment in a community preschool or childcare setting in a nonresident district.

~~[NOTE: MDE's Birth up to Kindergarten Enrollment, Legislative Changes states: "There is no standard set for how parents must demonstrate enrollment in a community preschool or childcare setting. We recommend a written policy for this process." A district may choose to insert applicable local provisions here.]~~

Formatted: Strikethrough

D. A nonresident preschool aged child with a disability open enrolled in the district may be required to open enroll for kindergarten.

~~[NOTE: MDE's Birth up to Kindergarten Enrollment, Legislative Changes offers the following recommendation: "the non-resident district may elect to allow the child's enrollment status to continue without completing another application. MDE recommends that districts create policies around this election which must be non-discriminatory and in writing." A district may choose to insert applicable local provisions here.]~~

Formatted: Strikethrough

IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application

In addition to the provisions above, the school district may refuse to allow a pupil who is expelled under Minnesota Statutes, section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than two and one-half inches in length, at school or a school function;

2. possessing or using an illegal drug at school or a school function;

3. selling or soliciting the sale of a controlled substance while at school or a school function; or

4. committing a third-degree assault as described in Minnesota Statutes, section 609.223, subdivision 1. ~~involving assaulting another and inflicting substantial bodily harm.~~

B. Standards that may not be used for rejection of application

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. the student's previous academic achievement ~~of a student~~;

2. the student's athletic or extracurricular ability ~~of a student~~;

3. the student's disabling conditions ~~of a student~~;

4. the student's proficiency in the English language;

5. the student's district of residence, except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or

6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in this policy.

C. Application

The ~~student and~~ parent or guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) Application if applicable) developed by MDE and available on its website. The signed application must be submitted by January 15 for initial enrollment beginning the following school year.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 142D.08~~124D.151~~ to follow the application procedures under Minnesota Statutes, section 124D.03, subdivision 3~~this subdivision~~ to enroll in kindergarten. A school district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 142D.08~~124D.151~~ or to remain enrolled in the school district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under Minnesota Statutes, section 124D.03, subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the school district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

D. Lotteries

1. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The school district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

   a. the student's resident district does not operate a school building;

   b. the municipality is located partially or fully within the boundaries of at least five (5) school districts;

   c. the nonresident district in which the student seeks to enroll operates one (1) or more school buildings within the municipality; and

   d. no other nonresident, independent, special, or common school district operates a school building within the municipality.

2. The process for the school district lottery must be established by school board policy and posted on the school district's website.

E. Exclusion

1. Administrator's initial determination

   If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of

whether exclusion proceedings should be initiated.

2. Superintendent's review

The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes, section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant under Minnesota Statutes, section 260C.007, subdivision 19, the student has been provided appropriate services for truancy under Minnesota Statutes, chapter 260A, and the student's case has been referred to juvenile court.

A "habitual truant" is a child who is at least twelve (12) years old and less than eighteen (18) years old~~under seventeen (17) years of age~~ who is absent from attendance at school without lawful excuse ~~for seven (7) school days in a school year if the child is in elementary school or~~ for one (1) or more class periods on seven (7) school days in a school year if the child is in middle school, junior high school, or high school, or a child who is seventeen (17) years of age who is absent from attendance at school without lawful excuse for one (1) or more class periods on seven (7) school days in a school year and who has not lawfully withdrawn from school. Pursuant to Minnesota Statutes, section 260C.163, subdivision 11, "habitual truant" also means a child under age twelve (12) who has been absent from school for seven (7) school days without lawful excuse, based on a showing by clear and convincing evidence that the child's absence is not due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws.

The school district may also terminate the enrollment of a nonresident student over seventeen (17) years of age if the student is absent without lawful excuse for one (1) or more periods on fifteen (15) school days and has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and if the school district reasonably believes that a student does not otherwise meet the residency requirements of the school district in which the student is attending school, the student may be ~~for enrollment may be terminated from enrollment and~~ removed from school~~. Prior to removal from school, the school district will send to the student's parents~~ only after the school district sends the student's parents a written notice of the school district's belief ~~that the student is not a resident of the school district. The notice shall~~ including the facts upon which the belief is based, and ~~notice to the parents of their~~ an opportunity to provide documentary evidence~~,~~ in person ~~or in writing, of residency~~ to the superintendent or the superintendent's designee, or, at the option of the parents, by sending the documentary evidence to the superintendent, or a designee, ~~The superintendent or the superintendent's designee~~ who will make ~~the~~ a final determination as to the residency status of the student.

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is

placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Legal References:
Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 125A.13 (School of Parents' Choice)
Minn. Stat. § 142D.08 (Voluntary Prekindergarten Program for Eligible Four-Year-Old Children)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions)
Minn. Stat. § 260C.163, Subd. 11 (Hearing)
Minn. Stat. § 609.223, Subd. 1 (Assault in the Third Degree)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)
18 U.S.C. 930, para. (g)(2) (Definition of weapon)

Cross References:
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 517 (Student Recruiting)

Resources:
Minnesota Department of Education: Open Enrollment (accessed 03/18/26)

509 ENROLLMENT OF NONRESIDENT STUDENTS

[NOTE: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes, section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

The school board adopts specific standards for acceptance and rejection of Open Enrollment applications.

III. OPEN ENROLLMENT PROCESS

A. Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; 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 limit the enrollment of nonresident students in its schools or programs to a number not less than the lesser of:

   a. one (1) 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 according to Minnesota Statutes, section 124D.03.

3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. If the school district limits enrollment of nonresident students pursuant to Paragraph A., the school district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

C. The parent of a student with a disability not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect, in the same manner as the parent of a resident student with a disability, a school in the nonresident district where the child is enrolled in a Head Start program or a licensed child care setting in the nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.

Under this paragraph, parents must demonstrate enrollment in a community preschool or childcare setting in a nonresident district.

D. A nonresident preschool aged child with a disability open enrolled in the district may be required to open enroll for kindergarten.

IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application

In addition to the provisions above, the school district may refuse to allow a pupil who is expelled under Minnesota Statutes, section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than two and one-half inches in length, at school or a school function;

2. possessing or using an illegal drug at school or a school function;

3. selling or soliciting the sale of a controlled substance while at school or a school function; or

4. committing a third-degree assault as described in Minnesota Statutes, section 609.223, subdivision 1.

B. Standards that may not be used for rejection of application

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. the student's previous academic achievement;

2. the student's athletic or extracurricular ability;

3. the student's disabling conditions;

4. the student's proficiency in the English language;

5. the student's district of residence, except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or

6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in this policy.

C. Application

The parent or guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) Application if applicable) developed by MDE and available on its website. The signed application must be submitted by January 15 for initial enrollment beginning the following school year.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 142D.08 to follow the application procedures under Minnesota Statutes, section 124D.03, subdivision 3 to enroll in kindergarten. A school

district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 142D.08 or to remain enrolled in the school district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under Minnesota Statutes, section 124D.03, subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the school district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

D. Lotteries

1. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The school district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

   a. the student's resident district does not operate a school building;

   b. the municipality is located partially or fully within the boundaries of at least five (5) school districts;

   c. the nonresident district in which the student seeks to enroll operates one (1) or more school buildings within the municipality; and

   d. no other nonresident, independent, special, or common school district operates a school building within the municipality.

2. The process for the school district lottery must be established by school board policy and posted on the school district's website.

E. Exclusion

1. Administrator's initial determination

   If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.

2. Superintendent's review

   The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes, section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant under Minnesota Statutes, section 260C.007, subdivision 19, the student has been provided appropriate services for truancy under Minnesota Statutes, chapter 260A, and the student's case has been referred to juvenile court.

A "habitual truant" is a child who is at least twelve (12) years old and less than eighteen (18) years old who is absent from attendance at school without lawful excuse for one (1) or more class periods on seven (7) school days in a school year if the child is in middle school, junior high school, or high school, or a child who is seventeen (17) years of age who is absent from attendance at school without lawful excuse for one (1) or more class periods on seven (7) school days in a school year and who has not lawfully withdrawn from school. Pursuant to Minnesota Statutes, section 260C.163, subdivision 11, "habitual truant" also means a child under age twelve (12) who has been absent from school for seven (7) school days without lawful excuse, based on a showing by clear and convincing evidence that the child's absence is not due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws.

The school district may also terminate the enrollment of a nonresident student over seventeen (17) years of age if the student is absent without lawful excuse for one (1) or more periods on fifteen (15) school days and has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and if the school district reasonably believes that a student does not otherwise meet the residency requirements of the school district in which the student is attending school, the student may be removed from school only after the school district sends the student's parents written notice of the school district's belief including the facts upon which the belief is based, and an opportunity to provide documentary evidence in person to the superintendent or the superintendent's designee, or, at the option of the parents, by sending the documentary evidence to the superintendent, or a designee, who will make a final determination as to the residency status of the student.

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Legal References:
Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 125A.13 (School of Parents' Choice)
Minn. Stat. § 142D.08 (Voluntary Prekindergarten Program for Eligible Four-Year-Old Children)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions)
Minn. Stat. § 260C.163, Subd. 11 (Hearing)
Minn. Stat. § 609.223, Subd. 1 (Assault in the Third Degree)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)

Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)
18 U.S.C. 930, para. (g)(2) (Definition of weapon)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 517 (Student Recruiting)

Resources: Minnesota Department of Education: Open Enrollment (accessed 03/18/26)

Adopted: 2-18-1997
Revised: 1/28/2019, 9/23/2019, 8/22/2022, 7/24/2023, 8/26/2024, 7/27/2026

521 STUDENT DISABILITY NONDISCRIMINATION

[NOTE: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.

B The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

C. For this policy, a learner who is protected under Section 504 is one who:

1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or

2. has a record of such an impairment;

3. is regarded as having such an impairment; or

4. has an impairment that is episodic or in remission and would materially limit a major life activity when active.

D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in education may be an unfair discriminatory practice under the Minnesota Human Rights Act.

III. COORDINATOR

~~Persons who have questions or comments should contact **[title, name, office address, and telephone number]**. This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.~~

Persons who have questions or comments should contact Kaysee Slaba, MS/HS Social Worker, 1401 7th St SW, Pipestone, MN 56164, 507-562-6111. This person is the school district's Americans with Disabilities Act/Section 504 coordinator for grades 6-12, or Josie Loll,

elementary nurse, 1401 7th St SW, Pipestone, MN 56164, 507-562-6207 for Pre K-5. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: Minn. Stat. § 363A.03, Subd. 12 (Definitions)
Minn. Stat. § 363A.02, Subd. 1 (Public Policy)
42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

Adopted: 10/15/1996
Revised: 12/05, 10/15, 2/18, 8/26/2019, 1/25/2021, 9/27/2021, 8/22/2022, 2/27/2023, 7/22/2024, 7/27/2026

521 STUDENT DISABILITY NONDISCRIMINATION

[NOTE: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.

B The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

C. For this policy, a learner who is protected under Section 504 is one who:

1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or

2. has a record of such an impairment;

3. is regarded as having such an impairment; or

4. has an impairment that is episodic or in remission and would materially limit a major life activity when active.

D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in education may be an unfair discriminatory practice under the Minnesota Human Rights Act.

III. COORDINATOR

Persons who have questions or comments should contact Kaysee Slaba, MS/HS Social Worker, 1401 7th St SW, Pipestone, MN 56164, 507-562-6111. This person is the school district's Americans with Disabilities Act/Section 504 coordinator for grades 6-12, or Josie Loll, elementary nurse, 1401 7th St SW, Pipestone, MN 56164, 507-562-6207 for Pre K-5. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: Minn. Stat. § 363A.03, Subd. 12 (Definitions)
Minn. Stat. § 363A.02, Subd. 1 (Public Policy)
42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

Adopted: 10/15/1996
Revised: 12/05, 10/15, 2/18, 8/26/2019, 1/25/2021, 9/27/2021, 8/22/2022, 2/27/2023, 7/22/2024, 7/27/2026

Adopted: _____

Revised: _____

MSBA/MASA Model Policy 524
Orig. 1996
Rev. 2026

524 INTERNET AND ~~,~~ TECHNOLOGY~~, AND CELL PHONE~~ ACCEPTABLE USE AND SAFETY POLICY

Formatted: Strikethrough

[NOTE: School districts are required by statute to have a policy addressing these issues.

In 2025, MSBA published Model Policy 524.5 (Personal Electronic Communication Devices), a stand-along policy for cell phones and similar devices. School districts may adopt Model Policy 524.5 in lieu of establishing cell phone rules in this policy.]

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:

a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;

b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;

c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;

d. information or materials that could cause damage or danger of disruption to the educational process;

e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.

4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.

6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

[NOTE: School districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to,

practices pertaining to employee communications, school or classroom websites, and student/employee use of social networking websites. Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]

a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

(1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with the school district's Protection and Privacy of Pupil Records Policy; or

(2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with the school district's Protection and Privacy of Pupil Records policy.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "X~~Twitter~~," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.

7. ~~Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.~~ Not in current policy as it was decided to remove this paragraph at the last policy meeting.

Formatted: Strikethrough

8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.

9. ~~Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.~~ Not in current policy as it was decided to remove this paragraph at the last policy meeting.

Formatted: Strikethrough

Formatted: Strikethrough

10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

11. Users will not access, download, or use a school district website, application, software, program, or other service (1) to nudify an image or video; or (2) nudify an image or video on behalf of a user.

a. "Identifiable individual" means a person that is identifiable:

(1) from the image itself, by the person depicted in the image, or by another person; or

(2) from personal information displayed in connection with the image.

b. "Intimate part" has the meaning given in Minnesota Statutes, section 609.341, subdivision 5.

c. "Nudify" or "nudified" means the process by which:

(1) an image or video is altered or generated to depict an intimate part not depicted in an original unaltered image or video of an identifiable individual; and

(2) the altered or generated image or video is so realistic that a reasonable person would believe that the intimate part belongs to the identifiable individual.

B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies.

Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices.

If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best

of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

~~**[NOTE: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts seeking technology revenue pursuant to Minnesota Statutes, section 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the following alternative sections depending upon whether the school district is seeking such funding and the type of funding sought.]**~~

Formatted: Strikethrough

~~**[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes 125B.15 as follows: "A school district receiving technology revenue under section 125B.26 must prohibit, including through use of available software filtering technology or other effective methods, adult access to material that under federal or state law is reasonably believed to be obscene or child pornography."]**~~

Formatted: Strikethrough

~~**ALTERNATIVE NO. 1**~~

~~**[NOTE: For a school district that does not seek either state or federal funding in connection with its computer system, the following language should be adopted. It reflects a mandatory requirement under Minnesota Statutes, section 125B.15.]**~~

Formatted: Strikethrough

~~All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.~~

Formatted: Strikethrough

Formatted: Strikethrough

~~**[NOTE: The purchase of filtering technology is not required by state law if the school site would incur more than incidental expense in making the purchase. In the absence of filtering technology, school sites still are required to use "other effective methods" to restrict student access to such materials.]**~~

~~**ALTERNATIVE NO. 2**~~

~~**[NOTE: Technology revenue is available to school districts that meet the additional condition**~~

~~**of also restricting adult access to inappropriate materials. School districts that seek such state technology revenue may adopt or retain the following language. However, the school district is not required to do so.]**~~

~~A. All school district computers with Internet access and available for student use will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.~~

~~B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.~~

~~C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.~~

ALTERNATIVE NO. 3

~~**[NOTE: School districts that receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy that contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.]**~~

A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;

2. Child pornography; or

3. Harmful to minors.

B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as

Formatted: Strikethrough

Formatted: Strikethrough

Formatted: Strikethrough

to minors.

C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

[NOTE: Although school districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school policy.]

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.

B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.

C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.

E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes, chapter 13 (Minnesota Government Data Practices Act).

F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

A. The proper use of the Internet, and the educational value to be gained from proper

Internet use, is the joint responsibility of students, parents, and employees of the school district.

B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.

C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

A. All users shall be notified of the school district policies relating to Internet use.

B. This notification shall include the following:

1. Notification that Internet use is subject to compliance with school district policies.

2. Disclaimers limiting the school district's liability relative to:

a. Information stored on school district diskettes, hard drives, or servers.

b. Information retrieved through school district computers, networks, or online resources.

c. Personal property used to access school district computers, networks, or online resources.

d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.

3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.

4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that

could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.

6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.

8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.

B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:

1. A copy of the user notification form provided to the student user.

2. A description of parent/guardian responsibilities.

3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.

4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.

5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

A. "Technology provider" means a person who:

1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and

2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

C. Within thirty (30) days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;

2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and

3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:

1. the technology provider's employees or contractors have access to educational data only if authorized; and

2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.

F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.

B. Except as provided in Paragraph C, the school district or a technology provider must not electronically access or monitor:

1. any location-tracking feature of a school-issued device;

2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or

3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

C. The school district or a technology provider may only engage in activities prohibited by Paragraph B if:

1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;

2. the activity is permitted under a judicial warrant;

3. the school district is notified or becomes aware that the device is missing or stolen;

4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;

5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes, section 121A.031; or

6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

D. If the school district or a technology provider interacts with a school-issued device as provided in Paragraph C, clause 4, it must, within seventy-two (72) hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within seventy-two (72) hours after that imminent threat has ceased.

~~**XV. CELL PHONE USE**~~

Formatted: Strikethrough

~~The school board directs the superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria.~~

~~**[NOTE: In 2024, the Minnesota legislature enacted a law requiring that school districts adopt a policy on students' possession and use of cell phones in school by March 15, 2025. This law does not state that school districts must incorporate specific language or provisions in the school district policy.**~~

~~**MSBA recognizes the common practice of setting forth cell phone rules in a student handbook or similar document. This Article directs school administration to establish cell phone rules, which the school board may require be presented to the board for approval. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings. The school board may choose to set forth general principles regarding cell phone use in this Article.**~~

~~**The Minnesota Elementary School Principals Association and the Minnesota Association of Secondary School Principals collaborated to make best practices available to schools on a range of different strategies to achieve the goals stated above.**~~

~~**In 2025, MSBA published Model Policy 524.5 (Personal Electronic Communication Devices), a stand-along policy for cell phones and similar devices. School districts may**~~

~~adopt Model Policy 524.5 in lieu of establishing cell phone rules in this policy.]~~

XV~~I~~. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVI~~I~~. IMPLEMENTATION; POLICY REVIEW

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

B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.

C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.

D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Minn. Stat. § 325E.91 (Prohibition on Nudification Technology)
Minn. Stat. § 609.341, Subd. 5 (Definitions)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 1942003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
MSBA/MASA Model Policy 524.5 (Personal Electronic Communication Devices)*
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 625 (Responsible Use of Artificial Intelligence)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

*If applicable

Adopted: 7/25/2011
Revised: 9/24/2014, 7/22/2019, 7/27/2020, 9/27/2021, 8/22/2022
Revised: 7/22/2024
Revised: 8/25/2025, 7/27/2026

524 INTERNET AND TECHNOLOGY ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:

a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;

b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;

c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;

d. information or materials that could cause damage or danger of disruption to the educational process;

e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.

4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.

6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

   a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

   b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other

personally identifiable information about students unless:

(1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with the school district's Protection and Privacy of Pupil Records Policy; or

(2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with the school district's Protection and Privacy of Pupil Records policy.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "X," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.

7. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.

8. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

9. Users will not access, download, or use a school district website, application, software, program, or other service (1) to nudify an image or video; or (2) nudify an image or video on behalf of a user.

a. "Identifiable individual" means a person that is identifiable:

(1) from the image itself, by the person depicted in the image, or by another person; or

(2) from personal information displayed in connection with the image.

b. "Intimate part" has the meaning given in Minnesota Statutes, section 609.341, subdivision 5.

c. "Nudify" or "nudified" means the process by which:

(1) an image or video is altered or generated to depict an intimate part not depicted in an original unaltered image or video of an identifiable individual; and

(2) the altered or generated image or video is so realistic that a reasonable person would believe that the intimate part belongs to the identifiable individual.

B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies.

Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices.

If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;

2. Child pornography; or

3. Harmful to minors.

B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.

B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.

C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.

E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes, chapter 13 (Minnesota Government Data Practices Act).

F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.

B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.

C. The Internet Use Agreement form for students must be read and signed by the user, and the parent or guardian. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

A. All users shall be notified of the school district policies relating to Internet use.

B. This notification shall include the following:

1. Notification that Internet use is subject to compliance with school district policies.

2. Disclaimers limiting the school district's liability relative to:

   a. Information stored on school district diskettes, hard drives, or servers.

   b. Information retrieved through school district computers, networks, or online resources.

   c. Personal property used to access school district computers, networks, or online resources.

   d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.

3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.

4. Notification that, even though the school district may use technical means to

limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.

6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.

8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.

B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:

1. A copy of the user notification form provided to the student user.

2. A description of parent/guardian responsibilities.

3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.

4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.

5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

A. "Technology provider" means a person who:

1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and

2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

C. Within thirty (30) days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;

2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and

3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:

1. the technology provider's employees or contractors have access to educational data only if authorized; and

2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.

F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.

B. Except as provided in Paragraph C, the school district or a technology provider must not electronically access or monitor:

1. any location-tracking feature of a school-issued device;

2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or

3. student interactions with a school-issued device, including but not limited to

keystrokes and web-browsing activity.

C. The school district or a technology provider may only engage in activities prohibited by Paragraph B if:

1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;

2. the activity is permitted under a judicial warrant;

3. the school district is notified or becomes aware that the device is missing or stolen;

4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;

5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes, section 121A.031; or

6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

D. If the school district or a technology provider interacts with a school-issued device as provided in Paragraph C, clause 4, it must, within seventy-two (72) hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within seventy-two (72) hours after that imminent threat has ceased.

XV. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVI. IMPLEMENTATION; POLICY REVIEW

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

B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.

C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.

D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Minn. Stat. § 325E.91 (Prohibition on Nudification Technology)
Minn. Stat. § 609.341, Subd. 5 (Definitions)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 1942003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
MSBA/MASA Model Policy 524.5 (Personal Electronic Communication Devices)*
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 625 (Responsible Use of Artificial Intelligence)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

*If applicable

Adopted: 7/25/2011
Revised: 9/24/2014, 7/22/2019, 7/27/2020, 9/27/2021, 8/22/2022
Revised: 7/22/2024
Revised: 8/25/2025, 7/27/2026

534 SCHOOL MEALS POLICY

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

A. Students have use of a meal account. The Food Service Program is a pre-payment program. Meal accounts should be maintained with a positive balance at all times. If a lunch balance reaches zero, a student may no longer charge any a la carte items or second meals until funds are deposited into the account. Submit payments to Pipestone Area Schools Food Service Department, 1401 7th St SW, Pipestone, MN 56164 or making a payment online at mypaymentsplus.com

B. Free School Meals Program

1. The free school meals program is created within the Minnesota Department of Education

2. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

3. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

4. Each school that participates in the free school meals program must:

   a. participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

   b. provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.

c. A student who has been determined eligible for free and reduced-price meals must always be served a reimbursable meal even if the student has an outstanding debt.

C. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.

D. When a student has a negative account balance, the student will not be allowed to charge a snack item.

E. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

F. A student may purchase a second breakfast at the nonprogram price if the student has already selected a reimbursable breakfast.

G. A student may purchase a second lunch at the nonprogram price if the student has already selected a reimbursable lunch.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero. Food Service staff will mail a low-balance notification letter to families when a student's meal account balance falls below $5.00.

B. Families will be notified of a low balance once it reaches $10. Families will be notified by automated calling system, email, and/or letters sent home

C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals; or affixing stickers, stamps, or pins.

IV. UNPAID MEAL CHARGES

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

C. Negative balances not paid prior to the end of the school year will be turned over to the superintendent or superintendent's designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

E. The school district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

F. Staff negative balances not paid prior to the end of the school year will be turned over to the superintendent or superintendent's designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

V. COMMUNICATION OF POLICY

A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:

1. all households at or before the start of each school year;

2. students and families who transfer into the school district, at the time of enrollment; and

3. all school district personnel who are responsible for enforcing this policy.

B. The school district will post this policy on the school district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.

C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Legal References: Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 124D.111 (School Meals Policies; Lunch Aid; Food Service Accounting)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

Cross References: None

Adopted: 8/29/2009 – (District created under a different Policy Number)

Revised: 8/27/2018, 12/19/2022, 7/22/2024,7/28/2025, 7/27/2026

613 GRADUATION REQUIREMENTS

[NOTE: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

~~B. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.~~

B. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.

C. "Required standard" means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.

D. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

[Position Title] Lisa Pease, Coordinator of Curriculum, Teaching and Leaning shall be named the District Assessment Coordinator and~~. Said person~~ shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. ASSESSMENT GRADUATION REQUIREMENTS

A. Graduation Requirements

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. Achievement and career and college readiness in mathematics, reading, and writing, consistent with Minnesota Statutes, section 120B.307, subdivision 4,

paragraph (d), and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and.

2. Consistent with this paragraph and Minnesota Statutes, section 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

B. Targeted Instruction Plan

1. A student under Subparagraph V.A.1. above must receive targeted, relevant, academically rigorous, and resourced instruction, which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.

2. Consistent with Minnesota Statutes, sections 120B.13, 120B.30, 124D.09, 124D.091, 124F.08, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

~~**[NOTE: The 2025 Minnesota legislature renumbered the statutory reference above.]**~~

3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

C. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students must successfully complete, as determined by the school district, the following high school level credits for graduation:

A. Credit Requirements

1. Four (4) credits of language arts sufficient to satisfy all academic standards in English language arts;

2. Three (3) credits of mathematics sufficient to satisfy all of the academic standards in mathematics;

3. Three (3) credits of science, including one (1) credit to satisfy all the earth and space science standards for grades 9 through 12, one (1) credit to satisfy all the life science standards for grades 9 through 12, and one (1) credit to satisfy all the chemistry or physics standards for grades 9 through 12;

4. Three and one-half (3.5) credits of social studies, encompassing at least United States history, geography, government and citizenship in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

5. One (1) credit in the arts sufficient to satisfy all of the academic standards in the arts;

6. Credit sufficient to satisfy the state standards in physical education; and

7. A minimum of seven (7) elective credits.

8. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

B. Credit Equivalencies

1. A one-half (.5) credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half (.5) credit in social studies under Paragraph A.4, above, if the credit is sufficient to satisfy all of the academic standards in economics.

2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph A.3, above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph A.3, above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph A.3, above.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph A.2 or Paragraph A.5, above.

4. A computer science credit may fulfill a mathematics credit requirement under Paragraph A.2, above, if the credit meets state academic standards in mathematics.

5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph A.2 or Paragraph A.3, above, if the credit meets the state academic standards in mathematics or science.

6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards.

An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

[Note: Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]

VII. GRADUATION STANDARDS REQUIREMENTS

A. All students must demonstrate their understanding of the following academic standards:

1. School District Standards, Health (K-12);

2. School District Standards, Career and Technical Education (K-12); and

3. School District Standards, World Languages (K-12).

B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

[NOTE: * Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs].

C. All students must satisfactorily complete the following required Academic Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, English Language Arts K-12;

2. Minnesota Academic Standards, Mathematics K-12;

3. Minnesota Academic Standards, Science K-12;

4. Minnesota Academic Standards, Social Studies K-12; and

5. Minnesota Academic Standards, Health

6. Minnesota Academic Standards, Physical Education K-12.

D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.

E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes, section 120B.07, upon meeting the following conditions:

A. All course or standards and credit requirements must be met;

B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary

education, and arrive at a timely decision; and

C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

IX. HIGH SCHOOL DIPLOMA FOR VETERANS

A. Diploma

The school district must, upon a request under Paragraph B. below issue a high school diploma to a veteran as defined in Minnesota Statutes, section 197.447 who was unable to complete their high school education for reasons related or unrelated to their military service, and who served:

1. during the Korean Conflict; or

2. during the Vietnam War.

B. Request

A veteran may request a diploma on their own behalf, or a family member may make a posthumous request on behalf of a deceased veteran or service member. The high school diploma is awarded based on the veteran's knowledge and experience gained while in service, or the veteran's other relevant lived experience. The school district may require the veteran or veteran's requestor to provide evidence that the veteran was a Minnesota public school student or is a current Minnesota resident.

C. No Report Required

The school district is not required to report on diplomas issued under Minnesota Statutes, section 127A.135.

D. Assistance

The Minnesota Department of Veterans Affairs and county veteran service officers may provide assistance to districts fulfilling diploma requests, including but not limited to verification of discharge paperwork.

Legal References:
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.13 (Advanced Placement and International Baccalaureate Programs)
Minn. Stat. § 120B.251 (Ethnic Studies Requirements)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.091 (Concurrent Enrollment Program Aid)
Minn. Stat. § 124F.08 (Education and Employment Transitions Partnerships)

Minn. Stat. § 127A.135 (High School Diploma for Veterans)
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0750 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1350 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted: 9-23-2024
Revised: 12/16/2024
Revised: 7-28-2025
Revised: 3-23-2026

613 GRADUATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

B. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.

C. "Required standard" means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.

D. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

Lisa Pease, Coordinator of Curriculum, Teaching and Leaning shall be named the District Assessment Coordinator and shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. ASSESSMENT GRADUATION REQUIREMENTS

A. Graduation Requirements

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. Achievement and career and college readiness in mathematics, reading, and writing, consistent with Minnesota Statutes, section 120B.307, subdivision 4, paragraph (d), and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support

academic rigor for the student; and

2. Consistent with this paragraph and Minnesota Statutes, section 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

B. Targeted Instruction Plan

1. A student under Subparagraph V.A.1. above must receive targeted, relevant, academically rigorous, and resourced instruction, which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.

2. Consistent with Minnesota Statutes, sections 120B.13, 120B.30, 124D.09, 124D.091, 124F.08, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

C. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students must successfully complete, as determined by the school district, the following high school level credits for graduation:

A. Credit Requirements

1. Four (4) credits of language arts sufficient to satisfy all academic standards in English language arts;

2. Three (3) credits of mathematics sufficient to satisfy all of the academic standards in mathematics;

3. Three (3) credits of science, including one (1) credit to satisfy all the earth and space science standards for grades 9 through 12, one (1) credit to satisfy all the life science standards for grades 9 through 12, and one (1) credit to satisfy all the chemistry or physics standards for grades 9 through 12;

4. Three and one-half (3.5) credits of social studies, encompassing at least United States history, geography, government and citizenship in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21,

subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

5. One (1) credit in the arts sufficient to satisfy all of the academic standards in the arts;

6. Credit sufficient to satisfy the state standards in physical education; and

7. A minimum of seven (7) elective credits.

8. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

B. Credit Equivalencies

1. A one-half (.5) credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half (.5) credit in social studies under Paragraph A.4, above, if the credit is sufficient to satisfy all of the academic standards in economics.

2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph A.3, above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph A.3, above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph A.3, above.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph A.2 or Paragraph A.5, above.

4. A computer science credit may fulfill a mathematics credit requirement under Paragraph A.2, above, if the credit meets state academic standards in mathematics.

5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph A.2 or Paragraph A.3, above, if the credit meets the state academic standards in mathematics or science.

6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

VII. GRADUATION STANDARDS REQUIREMENTS

A. All students must demonstrate their understanding of the following academic standards:

1. School District Standards, Health (K-12);

2. School District Standards, Career and Technical Education (K-12); and

3. School District Standards, World Languages (K-12).

B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

C. All students must satisfactorily complete the following required Academic Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, English Language Arts K-12;

2. Minnesota Academic Standards, Mathematics K-12;

3. Minnesota Academic Standards, Science K-12;

4. Minnesota Academic Standards, Social Studies K-12; and

5. Minnesota Academic Standards, Health

6. Minnesota Academic Standards, Physical Education K-12.

D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.

E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes, section 120B.07, upon meeting the following conditions:

A. All course or standards and credit requirements must be met;

B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in postsecondary education, and arrive at a timely decision; and

C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

IX. HIGH SCHOOL DIPLOMA FOR VETERANS

A. Diploma

The school district must, upon a request under Paragraph B. below issue a high school diploma to a veteran as defined in Minnesota Statutes, section 197.447 who was unable to complete their high school education for reasons related or unrelated to their military service, and who served:

1. during the Korean Conflict; or

2. during the Vietnam War.

B. Request

A veteran may request a diploma on their own behalf, or a family member may make a posthumous request on behalf of a deceased veteran or service member. The high school diploma is awarded based on the veteran's knowledge and experience gained while in service, or the veteran's other relevant lived experience. The school district may require the veteran or veteran's requestor to provide evidence that the veteran was a Minnesota public school student or is a current Minnesota resident.

C. No Report Required

The school district is not required to report on diplomas issued under Minnesota Statutes, section 127A.135.

D. Assistance

The Minnesota Department of Veterans Affairs and county veteran service officers may provide assistance to districts fulfilling diploma requests, including but not limited to verification of discharge paperwork.

Legal References:
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.13 (Advanced Placement and International Baccalaureate Programs)
Minn. Stat. § 120B.251 (Ethnic Studies Requirements)Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.091 (Concurrent Enrollment Program Aid)
Minn. Stat. § 124F.08 (Education and Employment Transitions Partnerships)
Minn. Stat. § 127A.135 (High School Diploma for Veterans)
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0750 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1350 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:
MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and

Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted: 9-23-2024
Revised: 12/16/2024
Revised: 7-28-2025
Revised: 3-23-2026, 7-27-2026

621 LITERACY AND THE READ ACT

[NOTE: By the 2026-2027 school year, the school district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.118 to 120B.124.]

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in Minnesota Statutes, section 120B.119, subdivision 16.

B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.

C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.

D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board ~~as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher,~~ who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. ~~A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.~~

E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the

Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one (1) district, jointly by two (2) or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.

G. "Oral language," also called "expressive language" ~~or~~ and "receptive language," includes speaking and listening, and consists of five (5) components: phonology, morphology, syntax, semantics, and pragmatics. Oral language also includes sign language, in which speaking and listening skills are defined as expressive and receptive skills, and consists of phonology, including sign language phonological awareness, morphology, syntax, semantics, and pragmatics.

H. "Parent" means a student's parent or legal guardian.

I. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.

J. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.

K. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.

L. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

M. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.

N. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.

O. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

A. The school district must administer an approved reading screener to students in kindergarten through grade 3 within the first six (6) weeks of the school year, by February 15 each year, and again within the last six (6) weeks of the school year. A district must provide vendor-approved screening accommodations to students with documented accommodation plans.

A district must administer an approved reading screener to students in grades 4 and above who are not reading at grade level at least once per year until the student reaches grade-level proficiency. The screener must be one of the screening tools approved by MDE.

B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.

C. Schools, after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and give the parent of each student who is not reading at or above grade level information from the screener about:

1. the student's reading proficiency as measured by a screener approved by MDE;

2. reading-related services currently being provided to the student and the student's progress; and

3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

D. For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V. below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.

E. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and expressive or receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. ~~For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills~~.

B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.

C. For students enrolled in dual language immersion programs:

1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under Paragraph A above;

2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;

3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;

4. if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and

5. the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.

D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who are not reading at grade level must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide

reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner ("Commissioner") by June 15 in the form and manner determined by the Commissioner.

F. An English language learner must be screened for characteristics of dyslexia according to the vendor's assessment guidelines.

G. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under Minnesota Statutes, section 120B.12, subdivision 2, paragraph (a), the report must include:

1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;

2. the number of students universally screened for that reporting year;

3. the number of students demonstrating characteristics of dyslexia for that year; and

4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

A. For each student identified under the screening identification process, the school district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.

B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.

C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. If the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.119.

[NOTE: Starting in the 2026-2027 school year, a school district must use only evidence-based literary interventions. The 2025 Minnesota legislature amended Minnesota Statutes, section 120B.12, subdivision 3, to delay the 2025-26 requirement for one school year.]

D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in

evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.

E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:

1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;

2. a process to notify and involve parents;

3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;

4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;

5. identification of staff development needs, including a plan to meet those needs;

6. the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;

7. a statement of whether the school district has adopted an MTSS framework;

8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:

   a. students in kindergarten through grade 3;

   b. students who demonstrate characteristics of dyslexia; and

   c. students in grades 4 to 12 who are identified as not reading at grade level;

9. the number of teachers and other staff that have completed training approved by the department;

10. the number of teachers and other staff proposed for training in structured literacy;

11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;

12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98; ~~and~~

13. beginning on December 31, 2025, for a district with a dual language immersion program:

   a. the program's partner language;

   b. grade levels included in the program;

   c. the language used to screen students' foundational reading skills;

   d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and

   e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level, and~~.~~

14. beginning with the 2026-2027 school year, a description of how schools in the district will use the school library media center to complement students' foundational reading skills.

B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner.

C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

A. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:

1. reading intervention teachers working with students in kindergarten through grade 12;

2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;

3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;

4. curriculum directors;

5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher;

6. employees who select literacy instructional materials for a district; and

7. teachers holding English as a second language teaching licenses.

B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:

1. teachers who provide foundational reading instruction to students in grades 4 to 12;

2. teachers who provide instruction to students in a state-approved alternative program; and

3. teachers who provide instruction to students in dual language immersion programs.

The Commissioner may grant a school district an extension to these deadlines.

C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

D. Training provided by the following may satisfy the professional development requirements under this Article:

1. a certified trained facilitator; or

2. a training program that MDE has determined meets the professional development requirements under the Read Act.

E. Beginning July 1, 2027, an educator required to receive training under Minnesota Statutes, section 120B.123, subdivision 5, paragraph (a), who is new to the state of Minnesota or is a newly licensed teacher who did not receive instruction in the teaching of foundational reading skills based on structured literacy, must complete one (1) of the approved required trainings. Training must be offered through the regional literacy network and facilitated by a local certified trained facilitator. MDE must review district literacy lead waiver requests and grant waivers to educators new to the state or educators who provide reading instruction exclusively using alternatives to sound-based approaches, and who have completed the professional development requirements consistent with this subdivision.

F. For the 2024-2025, 2025-2026 and 2026-2027 school years only, the hours of instruction requirement under Minnesota Statutes, section 120A.41 for students in elementary and secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9 and 13, is reduced by 5-1/2 hours for a district that enters into an agreement with the exclusive representative of the teachers that requires teachers to receive at least 5-1/2 hours of approved evidence-based training required under this subdivision, on a day when other students in the district receive instruction.

The hours of instruction reduction for secondary school students is applicable only for the 2025-2026 and 2026-2027 school years.

G. An educator who was first enrolled in an elementary, special education, or early childhood education Minnesota-approved teacher preparation program on or after June 1, 2026, does not need to receive additional training according to Minnesota Statutes, section 120B.123, subdivision 5, paragraph (a).

H. All professional development and digital curriculum resources must comply with the accessibility standards developed according to Minnesota Statutes, section 16E.03, subdivision 9. Professional development provided in accordance with the Read Act is subject to the requirements of Minnesota Statutes, section 363A.43.

IX. STAFF DEVELOPMENT

A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with Minnesota Statutes, section 120B.12, subdivision 1, paragraphs (b) and (c). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

B. The school district shall use the data under Article V. above to identify the staff development needs so that:

1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.119 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;

2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;

3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;

4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including academic language development, and build academic literacy; and

5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY AID USES

The school district must use its literacy aid to meet the requirements and goals adopted in the school district's local literacy plan.

Legal References: Minn. Stat. § 120B.119 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)
Minn. Stat. § 363A.43 (Continuing Education; Accessibility)

Cross References: None

Adopted: 7-22-2024
Revised: 4-28-2025
Revised: 7-28-2025
Revised: 3-23-2026

621 LITERACY AND THE READ ACT

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in Minnesota Statutes, section 120B.119, subdivision 16.

B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.

C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.

D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy.

E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one (1) district, jointly by two (2) or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on

the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.

G. "Oral language," also called "expressive language" and "receptive language," includes speaking and listening, and consists of five (5) components: phonology, morphology, syntax, semantics, and pragmatics. Oral language also includes sign language, in which speaking and listening skills are defined as expressive and receptive skills, and consists of phonology, including sign language phonological awareness, morphology, syntax, semantics, and pragmatics.

H. "Parent" means a student's parent or legal guardian.

I. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.

J. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.

K. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.

L. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

M. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.

N. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.

O. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

A. The school district must administer an approved reading screener to students in kindergarten through grade 3 within the first six (6) weeks of the school year, by February 15 each year, and again within the last six (6) weeks of the school year. A district must provide vendor-approved screening accommodations to students with documented accommodation plans.

A district must administer an approved reading screener to students in grades 4 and above who are not reading at grade level at least once per year until the student reaches grade-level proficiency. The screener must be one of the screening tools approved by MDE.

B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.

C. Schools, after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and give the parent of each student who is not reading at or above grade level information from the screener about:

1. the student's reading proficiency as measured by a screener approved by MDE;

2. reading-related services currently being provided to the student and the student's progress; and

3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

D. For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V. below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.

E. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and expressive or receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills.

B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.

C. For students enrolled in dual language immersion programs:

1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under Paragraph A above;

2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;

3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;

4. if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and

5. the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.

D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who are not reading at grade level must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner ("Commissioner") by June 15 in the form and manner determined by the Commissioner.

F. An English language learner must be screened for characteristics of dyslexia according to the vendor's assessment guidelines.

G. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under Minnesota Statutes, section 120B.12, subdivision 2, paragraph (a), the report must include:

1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;

2. the number of students universally screened for that reporting year;

3. the number of students demonstrating characteristics of dyslexia for that year; and

4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

A. For each student identified under the screening identification process, the school district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.

B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.

C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. If the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.119.

D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.

E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade

retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:

1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;

2. a process to notify and involve parents;

3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;

4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;

5. identification of staff development needs, including a plan to meet those needs;

6. the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;

7. a statement of whether the school district has adopted an MTSS framework;

8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:

   a. students in kindergarten through grade 3;

   b. students who demonstrate characteristics of dyslexia; and

   c. students in grades 4 to 12 who are identified as not reading at grade level;

9. the number of teachers and other staff that have completed training approved by the department;

10. the number of teachers and other staff proposed for training in structured literacy;

11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;

12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98;

13. beginning on December 31, 2025, for a district with a dual language immersion program:

    a. the program's partner language;

    b. grade levels included in the program;

    c. the language used to screen students' foundational reading skills;

    d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and

    e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level, and

14. beginning with the 2026-2027 school year, a description of how schools in the district will use the school library media center to complement students' foundational reading skills.

B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner.

C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

A. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:

1. reading intervention teachers working with students in kindergarten through grade 12;

2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;

3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;

4. curriculum directors;

5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher;

6. employees who select literacy instructional materials for a district; and

7. teachers holding English as a second language teaching licenses.

B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:

1. teachers who provide foundational reading instruction to students in grades 4 to 12;

2. teachers who provide instruction to students in a state-approved alternative program; and

3. teachers who provide instruction to students in dual language immersion programs.

The Commissioner may grant a school district an extension to these deadlines.

C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

D. Training provided by the following may satisfy the professional development requirements under this Article:

1. a certified trained facilitator; or

2. a training program that MDE has determined meets the professional development requirements under the Read Act.

E. Beginning July 1, 2027, an educator required to receive training under Minnesota Statutes, section 120B.123, subdivision 5, paragraph (a), who is new to the state of Minnesota or is a newly licensed teacher who did not receive instruction in the teaching of foundational reading skills based on structured literacy, must complete one (1) of the approved required trainings. Training must be offered through the regional literacy network and facilitated by a local certified trained facilitator. MDE must review district literacy lead waiver requests and grant waivers to educators new to the state or educators who provide reading instruction exclusively using alternatives to sound-based approaches, and who have completed the professional development requirements consistent with this subdivision.

F. For the 2024-2025, 2025-2026 and 2026-2027 school years only, the hours of instruction requirement under Minnesota Statutes, section 120A.41 for students in elementary and secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9 and 13, is reduced by 5-1/2 hours for a district that enters into an agreement with the exclusive representative of the teachers that requires teachers to receive at least 5-1/2 hours of approved evidence-based training required under this subdivision, on a day when other students in the district receive instruction.

The hours of instruction reduction for secondary school students is applicable only for the 2025-2026 and 2026-2027 school years.

G. An educator who was first enrolled in an elementary, special education, or early childhood education Minnesota-approved teacher preparation program on or after June 1, 2026, does not need to receive additional training according to Minnesota Statutes, section 120B.123, subdivision 5, paragraph (a).

H. All professional development and digital curriculum resources must comply with the accessibility standards developed according to Minnesota Statutes, section 16E.03, subdivision 9. Professional development provided in accordance with the Read Act is subject to the requirements of Minnesota Statutes, section 363A.43.

IX. STAFF DEVELOPMENT

A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with Minnesota Statutes, section 120B.12, subdivision 1, paragraphs (b) and (c). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

B. The school district shall use the data under Article V. above to identify the staff development needs so that:

1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.119 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;

2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;

3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;

4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including academic language development, and build academic literacy; and

5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY AID USES

The school district must use its literacy aid to meet the requirements and goals adopted in the school district's local literacy plan.

Legal References: Minn. Stat. § 120B.119 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)
Minn. Stat. § 363A.43 (Continuing Education; Accessibility)

Cross References: None

Adopted: 7-22-2024
Revised: 4-28-2025
Revised: 7-28-2025
Revised: 3-23-2026, 7-27-2026

709 STUDENT TRANSPORTATION SAFETY POLICY

[NOTE: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

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

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

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

B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:

   a. transportation by school bus is a privilege, not a right;

   b. school district policies for student conduct and school bus safety;

   c. appropriate conduct while on the bus;

   d. the danger zones surrounding a school bus;

   e. procedures for safely boarding and leaving a school bus;

   f. procedures for safe vehicle lane crossing; and

   g. school bus evacuation and other emergency procedures.

2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four (4) weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus

safety training twice during the school year.

4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes, section 169.446, subdivision 2.

5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.

6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

7. The school district may provide kindergarten students with school bus safety training before the first day of school.

8 The school district shall adopt and make available for public review a curriculum for transportation safety education.

9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training Required

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

b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:

(1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique;

(2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques; and

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

2. Instruction

a. The school district may provide active transportation safety training through distance learning.

b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.

B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules

The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

a. Get to your bus stop five (5) minutes before your scheduled pick up time. The school bus driver will not wait for late students.

b. Respect the property of others while waiting at your bus stop.

c. Keep your arms, legs, and belongings to yourself.

d. Use appropriate language.

e. Stay away from the street, road, or highway when waiting for the bus.

f. Wait until the bus stops before approaching the bus.

g. After getting off the bus, move away from the bus.

h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

i. No fighting, harassment, intimidation, or horseplay.

j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

a. Immediately follow the directions of the driver.

b. Sit in your seat facing forward.

c. Talk quietly and use appropriate language.

d. Keep all parts of your body inside the bus.

e. Keep your arms, legs, and belongings to yourself.

f. No fighting, harassment, intimidation, or horseplay.

g. Do not throw any object.

h. No eating, drinking, or use of alcohol, tobacco, or drugs.

i. Do not bring any weapons or dangerous objects on the school bus.

j. Do not damage the bus.

4. Consequences

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

(1) Elementary (grades K-6)

1st offense	warning
2nd offense	three (3) school-day suspension from riding the bus
3rd offense	five (5) school-day suspension from riding the bus
4th offense	ten (10) school-day suspension from riding the bus/meeting with parent
Further offenses	individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (grades 7-12)

1st offense	warning
2nd offense	five (5) school-day suspension from riding the bus
3rd offense	ten (10) school-day suspension from riding the bus
4th offense	twenty (20) school-day suspension from riding the bus/meeting with parent
5th offense	suspended from riding the bus for the remainder of the school year

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

(3) Other Discipline

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

(4) Records

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

(5) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two (2) weeks may result in the loss of bus privileges until damages are paid.

(6) Notice

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

(7) Criminal Conduct

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

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

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

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;

2. Support safe riding and walking practices, and recognize that students are responsible for their actions;

3. Communicate safety concerns to their school administrators;

4. Monitor bus stops, if possible;

5. Have their children at the bus stop five (5) minutes before the bus arrives;

6. Have their children properly dressed for the weather; and

7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Paragraphs VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Paragraph VII.D., below.

B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within thirty (30) days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of fifteen (15) miles per hour or more above the posted speed limit;

2. reckless driving;

3. improper or erratic traffic lane changes;

4. following the vehicle ahead too closely;

5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;

6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession;

7. driving a commercial vehicle without the proper class of commercial driver's license

and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;

8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and

9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.

D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within thirty (30) days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

F. A person who operates a type III vehicle and who sustains a conviction as described in Subparagraph VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within ten (10) days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety's *Minnesota Model School Bus Driver Training Program*. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the *Minnesota Model School Bus Driver Training Program*.

[NOTE: The *Minnesota Model School Bus Driver Training Program* is available online through the Minnesota Department of Public Safety State Patrol web page listed under Resources below.]

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Subparagraph VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

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

1. Safely operate the type of school bus the driver will be driving;

2. Understand student behavior, including issues relating to students with disabilities;

3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;

4. Know and understand relevant laws, rules of the road, and local school bus safety policies;

5. Handle emergency situations; and

6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the *Minnesota Model School Bus Driver Training Program*.

[NOTE: The school district may use alternative assessments rather than those set forth in the *Minnesota Model School Bus Driver Training Program* for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at least eight (8) hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the *Minnesota Model School Bus Driver Training Program*.

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.

3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.

4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.

5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

[NOTE: A school district is not required to comply with Subparagraph VII.A.5. if the school board determines that alternative locations block traffic, impair student safety, or are not cost effective.]

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic.

For purposes of this paragraph, "school bus" has the meaning given in Minnesota Statutes, section 169.011, subdivision 71:

"School bus" means a motor vehicle used to: (1) transport pupils to or from a school defined in Minnesota Statutes, section 120A.22, or to or from school-related activities, by the school or a school district, or by someone under an agreement with the school or a school district; or (2) provide training on the operation of the vehicle for purposes specified in clause (1) to employees of the school, school district, or a person under agreement with the school or school district.

A school bus does not include a motor vehicle transporting children to or from school for which parents or guardians receive direct compensation from a school district, a motor coach operating under charter carrier authority, a transit bus providing services as defined in Minnesota Statutes, section 174.22, subdivision 7, or a vehicle otherwise qualifying as a type III vehicle under Minnesota Statutes, section 169.011, subdivision 71, paragraph (h), when the vehicle is properly registered and insured and being driven by an employee or agent of a school district for nonscheduled or nonregular transportation.

In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

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

2. Type III vehicles must be painted a color other than national school bus yellow.

3. Type III vehicles shall be state inspected in accordance with legal requirements.

4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, 49 Code of

Federal Regulations, Part 571.

5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.

6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.

7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.

8. Type III vehicles must be equipped with mirrors as required by law.

9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

10. Any type III vehicle used to transport students must carry emergency equipment including:

    a. Fire extinguisher

       A minimum of one (1) 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

    b. ~~First aid kit and b~~Body fluids cleanup kit

       A ~~minimum of a 10 unit first aid kit and a~~ body fluids cleanup kit is required. ~~They~~ The kit must be contained in a removable, moisture- and dust-proof container~~s~~ mounted in an accessible place within the driver's compartment and must be marked to indicate ~~their~~ the kit's identity~~. and location.~~

    c. First Aid Kit

       A first aid kit meeting the requirements as defined in the current version of the National School Transportation Specifications and Procedures (NSTSP) must be provided in vehicles model year 2027 and newer. All other vehicles may contain a minimum of a ten-unit first aid kit, as specified in Minnesota Rules 1993, part 3520.5120, or a first aid kit meeting the requirements of the NSTSP. After January 1, 2030, all type III vehicles must be equipped with a first aid kit meeting the requirements of the NSTSP.

    d. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a

label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of ten (10) or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.

12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

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

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.

b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

(1) safe operation of a type III vehicle;

(2) understanding student behavior, including issues relating to students with disabilities;

(3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;

(4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;

(5) handling emergency situations;

(6) proper use of seat belts and child safety restraints;

(7) performance of pre-trip vehicle inspections;

(8) safe loading and unloading of students, including, but not limited to:

(a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas

to enable the student to avoid hazardous conditions;

(b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;

(c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;

(d) placing the type III vehicle in "park" during loading and unloading;

(e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and

(9) compliance with Paragraph V.F. concerning reporting convictions to the employer within ten (10) days of the date of conviction.

c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes, section 122A.18, subdivision 8, or Minnesota Statutes, section 123B.03 for school district employees; Minnesota Statutes, section 144.057 or Minnesota Statutes, chapter 245C for day care employees; or Minnesota Statutes, section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.

d. Operators shall submit to a physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.

e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes, section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.

f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes, section 171.321, subdivision 5.

g. A person who sustains a conviction, as defined under Minnesota Statutes, 609.02, of violating Minnesota Statutes, section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes, sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five (5) years from the date of conviction.

h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes, section 171.3215, subdivision 1(c), (i.e., felony,

controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.

i. A person who sustains a conviction, as defined under Minnesota Statutes, section 609.02, of a moving offense in violation of Minnesota Statutes, chapter 169 within three (3) years of the first of three (3) other moving offenses is precluded from operating a type III vehicle for one (1) year from the date of the last conviction.

j. Students riding the type III vehicle must have training required under Minnesota Statutes, section 123B.90, subdivision 2 (See Paragraph II.B., above).

k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The Type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes, section 169.451.

3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from Subparagraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

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

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:

a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.

b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.

c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.

d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.

e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes, section 171.02, subdivisions 2a(h) - 2a(j).

f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's *Guideline for the Safe Transportation of Pre-school Age Children in School Buses*, if child safety restraints are used by passengers, in addition to the training required in Article VI., above.

g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport fifteen (15) or fewer passengers, including the driver.

2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.

3. A school bus operated under this section must bear a current certificate of inspection.

4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.

B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the *Minnesota Model School Bus Driver Training Program*. This includes procedures in the event of a crash (accident).

C. School bus drivers and bus assistants for special education students requiring special transportation service because of a disability shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.

D. Emergency health information shall be maintained on the school bus for students requiring special transportation service because of a disability. The information shall state:

1. the student's name and address;

2. the nature of the student's disabilities;

3. emergency health care information; and

4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.

B. All school vehicles shall be state inspected in accordance with legal requirements.

C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

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

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required Minnesota Statutes, section 171.321, subdivision 4.

The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

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

Legal References:
Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 123B.935 (Active Transportation Safety Training)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education

Rules)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)
Minn. Stat. § 171.169 (Notice of Commercial License Suspension)
Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minnesota Rules 1993, part 3520.5120
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)
49 C.F.R. § 383.51 (Disqualification of Drivers)
49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

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

Resources:
Minnesota Department of Public Safety: *School Bus Resources* (accessed 10/12/25)
National Highway Traffic Safety Administration: *Guideline for the Safe Transportation of Pre-school Age Children in School Buses* (Feb. 1999) (accessed 10/12/25)

Adopted: 10-15-1996
Revised: 6/24/2019, 9/26/2022, 7/24/2023, 8/26/2024
Revised: 7-28-2025, 3-23-2026, 7-27-2026

709 STUDENT TRANSPORTATION SAFETY POLICY

[NOTE: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

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

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

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

B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:

   a. transportation by school bus is a privilege, not a right;

   b. school district policies for student conduct and school bus safety;

   c. appropriate conduct while on the bus;

   d. the danger zones surrounding a school bus;

   e. procedures for safely boarding and leaving a school bus;

   f. procedures for safe vehicle lane crossing; and

   g. school bus evacuation and other emergency procedures.

2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four (4) weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus

safety training twice during the school year.

4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes, section 169.446, subdivision 2.

5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.

6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

7. The school district may provide kindergarten students with school bus safety training before the first day of school.

8 The school district shall adopt and make available for public review a curriculum for transportation safety education.

9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training Required

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

b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:

(1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique;

(2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques; and

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

2. Instruction

a. The school district may provide active transportation safety training through distance learning.

b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.

B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules

The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

a. Get to your bus stop five (5) minutes before your scheduled pick up time. The school bus driver will not wait for late students.

b. Respect the property of others while waiting at your bus stop.

c. Keep your arms, legs, and belongings to yourself.

d. Use appropriate language.

e. Stay away from the street, road, or highway when waiting for the bus.

f. Wait until the bus stops before approaching the bus.

g. After getting off the bus, move away from the bus.

h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

i. No fighting, harassment, intimidation, or horseplay.

j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

a. Immediately follow the directions of the driver.

b. Sit in your seat facing forward.

c. Talk quietly and use appropriate language.

d. Keep all parts of your body inside the bus.

e. Keep your arms, legs, and belongings to yourself.

f. No fighting, harassment, intimidation, or horseplay.

g. Do not throw any object.

h. No eating, drinking, or use of alcohol, tobacco, or drugs.

i. Do not bring any weapons or dangerous objects on the school bus.

j. Do not damage the bus.

4. Consequences

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

(1) Elementary (grades K-6)

1st offense	warning
2nd offense	three (3) school-day suspension from riding the bus
3rd offense	five (5) school-day suspension from riding the bus
4th offense	ten (10) school-day suspension from riding the bus/meeting with parent
Further offenses	individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (grades 7-12)

1st offense	warning
2nd offense	five (5) school-day suspension from riding the bus
3rd offense	ten (10) school-day suspension from riding the bus
4th offense	twenty (20) school-day suspension from riding the bus/meeting with parent
5th offense	suspended from riding the bus for the remainder of the school year

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

(3) Other Discipline

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

(4) Records

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

(5) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two (2) weeks may result in the loss of bus privileges until damages are paid.

(6) Notice

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

(7) Criminal Conduct

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

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

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

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;

2. Support safe riding and walking practices, and recognize that students are responsible for their actions;

3. Communicate safety concerns to their school administrators;

4. Monitor bus stops, if possible;

5. Have their children at the bus stop five (5) minutes before the bus arrives;

6. Have their children properly dressed for the weather; and

7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Paragraphs VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Paragraph VII.D., below.

B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within thirty (30) days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of fifteen (15) miles per hour or more above the posted speed limit;

2. reckless driving;

3. improper or erratic traffic lane changes;

4. following the vehicle ahead too closely;

5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;

6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession;

7. driving a commercial vehicle without the proper class of commercial driver's license

and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;

8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and

9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.

D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within thirty (30) days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

F. A person who operates a type III vehicle and who sustains a conviction as described in Subparagraph VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within ten (10) days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety's *Minnesota Model School Bus Driver Training Program*. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the *Minnesota Model School Bus Driver Training Program*.

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Subparagraph VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school

district.

B. Evaluation

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

1. Safely operate the type of school bus the driver will be driving;

2. Understand student behavior, including issues relating to students with disabilities;

3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;

4. Know and understand relevant laws, rules of the road, and local school bus safety policies;

5. Handle emergency situations; and

6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the *Minnesota Model School Bus Driver Training Program*.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the *Minnesota Model School Bus Driver Training Program*.

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.

3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.

4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.

5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic.

For purposes of this paragraph, "school bus" has the meaning given in Minnesota Statutes, section 169.011, subdivision 71:

"School bus" means a motor vehicle used to: (1) transport pupils to or from a school defined in Minnesota Statutes, section 120A.22, or to or from school-related activities, by the school or a school district, or by someone under an agreement with the school or a school district; or (2) provide training on the operation of the vehicle for purposes specified in clause (1) to employees of the school, school district, or a person under agreement with the school or school district.

A school bus does not include a motor vehicle transporting children to or from school for which parents or guardians receive direct compensation from a school district, a motor coach operating under charter carrier authority, a transit bus providing services as defined in Minnesota Statutes, section 174.22, subdivision 7, or a vehicle otherwise qualifying as a type III vehicle under Minnesota Statutes, section 169.011, subdivision 71, paragraph (h), when the vehicle is properly registered and insured and being driven by an employee or agent of a school district for nonscheduled or nonregular transportation.

In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

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

2. Type III vehicles must be painted a color other than national school bus yellow.

3. Type III vehicles shall be state inspected in accordance with legal requirements.

4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, 49 Code of Federal Regulations, Part 571.

5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.

6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.

7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.

8. Type III vehicles must be equipped with mirrors as required by law.

9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

10. Any type III vehicle used to transport students must carry emergency equipment including:

    a. Fire extinguisher

       A minimum of one (1) 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

    b. Body fluids cleanup kit

       A body fluids cleanup kit is required. The kit must be contained in a removable, moisture- and dust-proof container mounted in an accessible place within the driver's compartment and must be marked to indicate the kit's identity.

    c. First Aid Kit

       A first aid kit meeting the requirements as defined in the current version of the National School Transportation Specifications and Procedures (NSTSP) must be provided in vehicles model year 2027 and newer. All other vehicles may contain a minimum of a ten-unit first aid kit, as specified in Minnesota Rules 1993, part 3520.5120, or a first aid kit meeting the requirements of the NSTSP. After January 1, 2030, all type III vehicles must be equipped with a first aid kit meeting the requirements of the NSTSP.

    d. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of ten (10) or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.

12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

13. Type III vehicles will be equipped with child passenger restraints, and child

passenger restraints will be utilized to the extent required by law.

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

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.

b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

(1) safe operation of a type III vehicle;

(2) understanding student behavior, including issues relating to students with disabilities;

(3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;

(4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;

(5) handling emergency situations;

(6) proper use of seat belts and child safety restraints;

(7) performance of pre-trip vehicle inspections;

(8) safe loading and unloading of students, including, but not limited to:

(a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;

(b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;

(c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;

(d) placing the type III vehicle in "park" during loading and unloading;

(e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed,

the brakes are set, and the vehicle is otherwise rendered immobile; and

(9) compliance with Paragraph V.F. concerning reporting convictions to the employer within ten (10) days of the date of conviction.

c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes, section 122A.18, subdivision 8, or Minnesota Statutes, section 123B.03 for school district employees; Minnesota Statutes, section 144.057 or Minnesota Statutes, chapter 245C for day care employees; or Minnesota Statutes, section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.

d. Operators shall submit to a physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.

e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes, section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.

f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes, section 171.321, subdivision 5.

g. A person who sustains a conviction, as defined under Minnesota Statutes, 609.02, of violating Minnesota Statutes, section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes, sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five (5) years from the date of conviction.

h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes, section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.

i. A person who sustains a conviction, as defined under Minnesota Statutes, section 609.02, of a moving offense in violation of Minnesota Statutes, chapter 169 within three (3) years of the first of three (3) other moving offenses is precluded from operating a type III vehicle for one (1) year from the date of the last conviction.

j. Students riding the type III vehicle must have training required under Minnesota Statutes, section 123B.90, subdivision 2 (See Paragraph II.B., above).

k. Documentation of meeting the requirements listed in this section must be

maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The Type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes, section 169.451.

3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from Subparagraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

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

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:

   a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.

   b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.

   c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.

   d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.

   e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes, section 171.02, subdivisions 2a(h) - 2a(j).

   f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's *Guideline for the Safe Transportation of Pre-school Age Children in School Buses*, if child safety restraints are used by passengers, in addition to the training required in Article VI., above.

   g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport fifteen (15) or fewer passengers, including the driver.

2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.

3. A school bus operated under this section must bear a current certificate of inspection.

4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.

B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the *Minnesota Model School Bus Driver Training Program*. This includes procedures in the event of a crash (accident).

C. School bus drivers and bus assistants for special education students requiring special transportation service because of a disability shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.

D. Emergency health information shall be maintained on the school bus for students requiring special transportation service because of a disability. The information shall state:

1. the student's name and address;

2. the nature of the student's disabilities;

3. emergency health care information; and

4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.

B. All school vehicles shall be state inspected in accordance with legal requirements.

C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

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

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is

periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required Minnesota Statutes, section 171.321, subdivision 4.

The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

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

Legal References:
Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 123B.935 (Active Transportation Safety Training)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)
Minn. Stat. § 171.169 (Notice of Commercial License Suspension)
Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)

Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minnesota Rules 1993, part 3520.5120
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)
49 C.F.R. § 383.51 (Disqualification of Drivers)
49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

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

Resources:
Minnesota Department of Public Safety: *School Bus Resources* (accessed 10/12/25)
National Highway Traffic Safety Administration: *Guideline for the Safe Transportation of Pre-school Age Children in School Buses* (Feb. 1999) (accessed 10/12/25)

Adopted: 10-15-1996
Revised: 6/24/2019, 9/26/2022, 7/24/2023, 8/26/2024
Revised: 7-28-2025, 3-23-2026, 7-27-2026

Adopted: _____ *MSBA/MASA Model Policy 721*
Orig. 2016
Revised: _____ *Rev. 2026 (June)*

721 PROCUREMENT POLICY

[NOTE: School districts are required by the federal Uniform Grant Guidance (UGG) regulations, 2 Code of Federal Regulations, part 200, to have the policies that establish uniform administrative requirements, cost principles, and audit requirements for federal awards to non-federal entities including school districts. In June 2018, the United States Office of Management and Budget increased the threshold dollar amounts for both simplified acquisition costs ($250,000) and micro-purchases ($10,000). In addition, school districts must comply with Minnesota laws on procurement.]

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district. This policy also seeks to ensure compliance with Minnesota procurement laws governing school districts.

II. DEFINITIONS

A. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations, section 200.431 (Compensation - Fringe Benefits).

B. "Competitive procurement process" means a process for procurement by sealed bids or by proposals under Minnesota Statutes, section 471.345.

C. "Contract" means a legal instrument by which the school district purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations, Part 200, does not include a legal instrument, even if the school district considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.

D. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

E. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the school district for financial statement purposes, or $10,000.

F. "Federal award" has the meaning, depending on the context, in either paragraph 1. or 2. below:

1.

a. The federal financial assistance that the school district receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101; or

b. The cost-reimbursement contract under the federal Acquisition Regulations that the school district receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101.

2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (2) of the definition of *Federal financial assistance* in 2 Code of Federal Regulations 200.1, or the cost-reimbursement contract awarded under the federal Acquisition Regulations.

3. "Federal award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.

G. "Grants" includes

1. "State-administered grants" are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).

2. "Direct grants" are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

[NOTE: All requirements outlined in this policy apply to both direct grants and state-administered grants.]

H. "Non-federal entity" means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

I. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations, section 200.431(g) for retirees and their spouses, dependents, and survivors.

J. "Severance pay" is a payment in addition to regular salaries and wages by the school district to workers whose employment is being terminated.

K. "Travel costs" are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. PROCUREMENT METHOD OPTIONS

A. Procurement by micro-purchase

The acquisition of supplies or services when the aggregate dollar amount of the procurement transaction does not exceed the micro-purchase threshold (generally $10,000, except as otherwise discussed in 48 Code of Federal Regulations, subpart 2.1 or as periodically adjusted for inflation).

[NOTE: Minnesota school districts may choose to increase their federal micro-purchase threshold to $25,000, which would align with the Minnesota limit. School districts choosing to adopt this increase must annually certify the higher threshold. The annual certification must include a justification, clear identification of the threshold, and supporting documentation of any of the following: (1) a qualification as a low-risk auditee, in accordance with the criteria established in 2 Code of Federal Regulations, section 200.520 for the

most recent audit; (2) an annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or (3) a higher threshold consistent with state law.]

B. Procurement by small purchase procedures

This procurement method may be used when the value of the procurement transaction does not exceed the federal simplified acquisition threshold and is within the state threshold of $175,000. If a small purchase procedure is used, price or rate quotations must be obtained from an adequate number of qualified sources. Unless specified by the Federal agency, the school district may exercise judgment in determining what number is adequate.

[NOTE: Despite the federal government's increase in the dollar cap for small purchases to $250,000, Minnesota Statutes, section 471.345 limits the cap for small purchase procedures to $175,000.]

C. Procurement by sealed bids (formal advertising)

This procurement method involves a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.

D. Procurement by competitive proposals

This procurement method is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.

E. Procurement by noncompetitive proposals

This procurement method involves solicitation of a proposal from only one source.

[NOTE: Article IV. on Conflict of Interest has been moved to Article XI. to create a seamless set of Articles regarding procurement.]

IV. GENERAL PROCUREMENT STANDARDS

A. The school district must use its own documented procurement procedures that reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.

B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach. Breaking up a procurement into smaller components to avoid the thresholds established in this policy is prohibited.

D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.

F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.

G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are considered.

H. Thresholds for Employee Purchases

1. The superintendent and/or **[insert title(s) as appropriate]** **business manager**, in conjunction with the school board, is responsible for overseeing the procurement process, including establishment of procedures, internal controls, quality assurance, methods of greatest economy, and compliance with all applicable laws. To be valid, all contracts must be approved by the board, except as otherwise provided in this policy. Nothing in this paragraph shall be construed to waive or supersede statutory requirements relating to public contracts, competitive bidding thresholds, or school board oversight, except as expressly permitted by law.

2. Individual school district employees may incur expenditures in the following amounts without prior board approval so long as such expenditures are consistent with the school board-approved budget, provided that in all cases the school board retains authority to disapprove any expenditure for any reason at its sole discretion:

a. Any school district employee may make a purchase for use in connection with school district operations when the expenditure is less than $1,000 and is consistent with this policy's requirements.

b. In addition to the foregoing, the following school district employees may execute a purchase or procurement that requires the expenditure of up to the following amounts:

(1). Superintendent: Up to ~~**[insert dollar amount]**~~ **$10,000**

(2). **[insert title]**:Business Manager Up to **[insert dollar amount]** $10,000

[NOTE: The school board has the authority to determine whether to adopt Subparagraph H.2. In addition, the board may determine the employees to be included and the expenditure amounts to be authorized.]

3. Emergency expenditures and procurement authorization

Notwithstanding other provisions of this policy, including the threshold authorization above, the superintendent is authorized to approve emergency expenditures when the superintendent determines that a public exigency or emergency exists that threatens the health, safety, or welfare of students, staff, or school district property and that the expenditure cannot be delayed until the

next regular or special meeting of the school board without material harm to the school district.

In an emergency, the Superintendent may authorize an expenditure in excess of the Superintendent's delegated purchasing authority, subject to the following conditions:

1. The procurement shall comply with applicable state and federal law, including the use of noncompetitive procurement when permitted by law;

2. The superintendent shall document the nature of the emergency, the basis for determining that immediate action was required, and the reason competitive procurement procedures were not used;

3. The expenditure shall be reported to the school board for ratification at the next regular or specially called school board meeting; and

4. Emergency authority under this paragraph is limited to the specific emergency circumstances and does not constitute a permanent increase in the superintendent's purchasing authority.

[NOTE: Optional Dollar Limitation: Emergency expenditures authorized by the superintendent under this paragraph shall not exceed $ 20,000 per occurrence, unless prior school board approval is obtained or such approval is impracticable due to the timing and nature of the emergency, in which case Board ratification shall be sought as soon as practicable.]

Formatted: Not Highlight

Formatted: Not Highlight

V. PROCUREMENT METHODS WHEN USING STATE FUNDS

The school district must use one of the following methods of procurement when using state funds:

A. Procurements for $25,000 or less

If the amount of the contract is estimated to be $25,000 or less, the contract may be made either upon quotation or in the open market, in the school district's discretion. If the contract is made upon quotation it shall be based, so far as practicable, on at least two (2) quotations which shall be kept on file for a period of at least one (1) year after their receipt.

Alternatively, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

Procurements for $25,000 or less also may be conducted by micro-purchase.

B. Procurements Exceeding $25,000 but not $175,000

1. Sealed Bids or Direct Negotiation

If the amount of the contract is estimated to exceed $25,000 but not to exceed $175,000, the contract may be made either upon sealed bids or by direct negotiation, by obtaining two (2) or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding. All quotations obtained shall be kept on file for a period of at least one (1) year after receipt thereof.

2. Best Value Alternative

As an alternative to the procurement method described in Subparagraph B.1 above, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

C. Procurements Exceeding $175,000

If the amount of the contract is estimated to exceed $175,000, sealed bids shall be solicited by public notice in the manner and subject to the requirements of the law governing school district contracts.

Procurement by Sealed Bids

Procurement by sealed bids means a process in which bids are publicly solicited and a firm fixed price contract by lump sum or unit price is awarded to the responsible bidder whose bid, conforming with all material terms and conditions of the invitation for bids, is the lowest in price. If sealed bids are used, the following requirements apply:

1. bids must be solicited from an adequate number of qualified sources, providing bidders sufficient response time prior to the date set for opening bids;

2. the invitation for bids, which includes any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;

3. all bids will be opened at the time and place prescribed in the invitation for bids, and the bids must be opened publicly;

4. a firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that the discounts are usually taken advantage of;

5. any or all bids may be rejected if there is a sound documented reason; and

6. in order for a sealed bid to be feasible, the following conditions must be present:

   a. a complete, adequate, and realistic specification or purchase description is available;

   b. two (2) or more responsible bidders are willing and able to compete effectively for the business; and

   c. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the price.

D. Procurement by Proposals

"Procurement by proposals" means a process in which either a fixed price or cost-reimbursement type contract is awarded. Proposals are generally used when conditions are not appropriate for the use of sealed bids. They are awarded in accordance with the following requirements:

1. requests for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number of qualified offerors. Any response to publicized requests for proposals must be considered to the maximum extent practical;

2. the school district must have a written method for conducting technical evaluations of the proposals received and for making selections; and

3. contracts must be awarded to the responsible offeror whose proposal is most advantageous to the school district, with price and other factors considered.

VI. PROCUREMENT METHODS WHEN USING FEDERAL FUNDS

A. Procurement by Competitive Proposals

This is a procurement method used when conditions are not appropriate for using sealed bids. This procurement method may result in either a fixed-price or cost-reimbursement contract. If this method is used, the following requirements apply:

1. Requests for proposals require public notice, and all evaluation factors and their relative importance must be identified. Proposals must be solicited from multiple qualified entities. To the maximum extent practicable, any proposals submitted in response to the public notice must be considered;

2. Proposals must be solicited from an adequate number of qualified sources;

3. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;

4. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and

5. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

B. Procurement by Noncompetitive Proposals

Procurement by noncompetitive proposals may be used only when one (1) or more of the following circumstances apply:

1. The aggregate amount of the procurement transaction does not exceed the micro-purchase threshold;

2. The item is available only from a single source;

3. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;

4. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or

5. After solicitation of a number of sources, competition is determined inadequate.

C. Competition

1. All procurement transactions under the Federal award must be conducted in a manner that provides full and open competition and is consistent with the standards of 2 Code of Federal Regulations, sections 200.319 and .320.

2. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:

   a. are made in accordance with 2 Code of Federal Regulations, section 200.319(b);

   b. incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

   c. identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

D. The school district must ensure that all prequalified lists of persons, firms, or products used in procurement transactions are current and include enough qualified sources to ensure maximum open competition. When establishing or amending prequalified lists, the school district must consider objective factors that evaluate price and cost to maximize competition. The school must not preclude potential bidders from qualifying during the solicitation period.

E. The school district is prohibited from contracting with or making subawards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed $25,000.

F. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations, section 180.215.

[NOTE: Thresholds are now set in Article IV.H above.]

G. Managing Property and Equipment and Safeguarding Assets

1. Property Standards

   The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to other property owned by the school district. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations, sections 200.311, 200.314, and 200.315.

2. Managing Equipment

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

a. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

b. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two (2) years.

c. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.

d. Adequate maintenance procedures must be developed to keep property in good condition.

e. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

H. Cybersecurity

The school district must take reasonable cybersecurity and other measures to safeguard

1. Personally identifiable information;

2. Information that the federal agency or pass-through entity designates as sensitive; and

3. other information that the school district considers sensitive and is consistent with applicable federal, state, local, and tribal laws regarding privacy and responsibility over confidentiality.

[NOTE: See 2 Code of Federal Regulations, section 200.303, which establishes internal controls that the school district must implement.]

VII. FINANCIAL MANAGEMENT REQUIREMENTS

A. Financial Management

The school district's financial management systems, including records documenting compliance with federal statues, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and tracking expenditures to establish that funds have been used in accordance with federal statutes, regulations, and the terms and conditions of the federal award.

B. Payment

The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control and accountability.

Advance payments to the school district must be limited to the minimum amounts needed and be timed with actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the school district for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

C. Internal Controls

The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should align with guidance in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States, or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must evaluate and monitor the school district's compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information and other information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VIII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds

The school district administration and school board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. "Advance payment" means a payment that a federal agency or pass-through entity makes by any appropriate payment mechanism and payment method before the school district disburses the funds for program purposes.

2. "Allowable cost" means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.

3. "Education Department General Administrative Regulations (EDGAR)" means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements).

4. "Omni Circular"(also known as 2 Code of Federal Regulations, part 200, the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, or the Uniform Grant Guidance means federal cost principles that provide standards for determining whether costs may be charged to federal grants.

C. Allowable Costs

The following items are costs that may be allowable under the 2 Code of Federal Regulations, part 200, subpart E under specific conditions (review the specific part of 2 Code of Federal Regulations 200, subpart E for allowability requirements for the specific cost):

1. Advertising and public relations;

2. Advisory councils;

3. Audit costs and related services;

4. Bonding costs;

5. Compensation - personal services;

6. Compensation – fringe benefits;

7. Conferences;

8. Contingency provisions;

9. Depreciation;

10. Employee health and welfare costs;

11. Equipment and other capital expenditures;

12. Gains and losses on disposition of depreciable assets;

13. Insurance and indemnification;

14. Intellectual property;

15. Maintenance and repair costs;

16. Materials and supplies costs, including costs of computing devices;

17. Memberships, subscriptions, and professional activity costs;

18. Organization costs;

19. Participant costs;

20. Plant and security costs;

21. Pre-award costs;

22. Professional service costs;

23. Proposal costs;

24. Publication and printing costs;

25. Rearrangement and reconversion costs;

26. Recruiting costs;

27. Relocation costs of employees;

28. Rental costs of buildings and equipment;

29. Scholarships, student aid costs, and tuition remission;

30. Specialized service facilities;

31. Taxes;

32. Telecommunication and video surveillance costs;

33. Termination and standard closeout costs;

34. Training and education costs;

35. Transportation costs; and

36. Travel costs.

D. Costs Forbidden by Federal Law

2 Code of Federal Regulations, part 200 and EDGAR identify certain costs that may never be paid with federal funds. The list below provides examples of such costs. If a cost is on this list, it may not be supported with federal funds unless an exception exists (review the specific part of 2 Code of Federal Regulations 200, subpart E for possible exceptions to unallowable costs). The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 Code of Federal Regulations, part 200, subpart E; thus, the following list is not exhaustive:

1. Alcoholic beverages;

2. Bad debts;

3. Contingency provisions (with limited exceptions);

4. Contributions and donations

5. Entertainment (with limited exception);

6. Fines, penalties, damages, and other settlements;

7. Fundraising and investment management costs (with limited exceptions);

8. General costs of government (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));

9. Goods or services for personal use;

10. Interest (except interest specifically stated in 2 Code of Federal Regulations, section 200.449 as allowable);

11. Lobbying;

12. Losses on other Federal awards or contracts;

13. Selling and marketing;

14. Student activity costs;

15. Religious use;

16. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);

17. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and

18. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.

2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.

3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes core principles that serve as an important guide for effective grant management. These core principles require all costs to be:

1. Necessary for the proper and efficient performance or administration of the program.

2. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.

3. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.

4. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.

5. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules

The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.

2. Many state-administered programs require school districts to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the "supplement, not supplant" provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).

3. Auditors generally presume supplanting has occurred in three (3) situations:

   a. The school district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.

   b. The school district uses federal funds to provide services that the school district provided with state or local funds in the prior year.

   c. The school district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.

4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.

2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.

2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

J. Employee Sanctions

Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

K. Reduction in Aid

If the school district makes a purchase without a procurement policy adopted by the school board or makes a purchase not in conformity with the school district's procurement policy, the Commissioner may reduce that school district's state aid in an amount equal to the purchase.

L. Property, Financial Investments, and Contracting

The school district is subject to and must comply with Minnesota Statutes, sections 15.054 and 118A.01 to 118A.06 governing government property and financial investments and sections 471.38, 471.391, 471.392, and 471.425 governing municipal contracting.

M. Mandatory Disclosures

The school district must promptly disclose whenever, in connection with the federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729–3733).

The disclosure must be made in writing to the DOE, MDE, and the MDE Office of Inspector General (if applicable). School districts are also required to report matters related to school district integrity and performance in accordance with Appendix XII of 2 Code of Federal Regulations, part 200. Failure to make required disclosures can result in any of the remedies described in 2 Code of Federal Regulations, section 200.339.

IX. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written school district policy consistently applied to both federal and non-federal activities; and

2. Follows an appointment made in accordance with the school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, the school district must follow its written non-federal, entity wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

a. They are provided under established written leave policies;

b. The costs are equitably allocated to all related activities, including federal awards; and

c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations, section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the school district's written policies.

5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established school district written policies.

6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.

C. Insurance and Indemnification

Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.

D. Recruiting Costs

Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:

1. Critical and necessary for the conduct of the project;

2. Allowable under the cost principles set forth in the Uniform Grant Guidance;

3. Consistent with the school district's cost accounting practices and school district policy; and

4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.

E. Travel Costs

Under 2 Code of Federal Regulations, section 200.475, travel costs include the transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

Travel costs may be charged on an actual cost basis, on a per diem or mileage basis, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip. The method used must be consistent with those normally allowed in like circumstances in the school district's other activities and in accordance with the school district's established written policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations as a result of the school district's written policy.

In addition, when costs are charged directly to the federal award, documentation must justify that:

1. Participation of the individual is necessary to the federal award; and

2. The costs are reasonable and consistent with the school district's established written policy.

Temporary dependent care costs above and beyond regular dependent care are allowable provided that these costs are:

1. A direct result of the individual's travel for the federal award;

2. Consistent with the school district's established written policy for all school district travel; and

3. Only temporary during the travel period.

[NOTE: Noncompliance. If a school district fails to comply with federal statutes, regulations, or the terms and conditions of a federal award, the DOE or MDE may impose additional conditions, as described in 2 Code of Federal Regulations, section 200.208 (Specific Conditions).

If the DOE or MDE determines that noncompliance cannot be remedied by imposing specific conditions, the DOE or MDE may take one or more of the following actions, as appropriate under the circumstances: (1) Temporarily withhold payments until the school district takes corrective action;; (2)

Disallow (that is, deny both use of funds and any applicable matching credit for) costs for all or part of the activity associated with the noncompliance; (3) Wholly or partly suspend or terminate the federal award; (4) Initiate suspension or debarment proceedings as authorized under 2 Code of Federal Regulations, part 180 and DOE regulations (or, in the case of MDE, recommend such a proceeding be initiated by the DOE); (5) Withhold further federal awards (new awards or continuation funding) for the project or program; and/or (6) Take other remedies that may be legally available.]

X. SUBRECIPIENT MONITORING

[NOTE: MDE auditors have stated that subrecipient monitoring must be covered in policy.]

A. The school district will:

1. Verify that the subrecipient is not excluded or disqualified in accordance with 2 Code of Federal Regulations, section 180.300. Verification methods are provided in section 180.300, which include confirming in *SAM.gov* that a potential subrecipient is not suspended, debarred, or otherwise excluded from receiving federal funds.

2. Ensure that every subaward is clearly identified to the subrecipient as a subaward and includes the information provided below. A pass-through entity must provide the best available information when some of the information below is unavailable. A pass-through entity must provide the unavailable information when it is obtained.

   a. Required information includes:

      (1) Federal award identification

         i. Subrecipient's name (must match the name associated with its unique entity identifier);

         ii. Subrecipient's unique entity identifier;

         iii. Federal Award Identification Number (FAIN);

         iv. Federal Award Date;

         v. Subaward Period of Performance Start and End Date;

         vi. Subaward Budget Period Start and End Date;

         vii. Amount of Federal Funds Obligated in the subaward;

         viii. Total Amount of Federal Funds Obligated to the subrecipient by the pass-through entity, including the current financial obligation;

         ix. Total Amount of the Federal Award committed to the subrecipient by the pass-through entity;

         x. Federal award project description, as required by the Federal Funding Accountability and Transparency Act (FFATA);

xi. Name of the Federal agency, pass-through entity, and contact information for awarding official of the pass-through entity;

xii. Assistance Listings title and number; the pass-through entity must identify the dollar amount made available under each Federal award and the Assistance Listings Number at the time of disbursement;

xiii. Identification of whether the federal award is for research and development; and

xiv. Indirect cost rate for the federal award (including if the de minimis rate is used in accordance with 2 Code of Federal Regulations, section 200.414).

(2) All requirements of the subaward, including requirements imposed by Federal statutes, regulations, and the terms and conditions of the Federal award;

(3) Any additional requirements that the pass-through entity imposes on the subrecipient for the pass-through entity to meet its responsibilities under the Federal award. This includes information and certifications (see 2 Code of Federal Regulations, section 200.415) required for submitting financial and performance reports that the pass-through entity must provide to the federal agency;

(4) Indirect cost rate:

(5) A requirement that the subrecipient permit the pass-through entity and auditors to access the subrecipient's records and financial statements for the pass-through entity to fulfill its monitoring requirements; and

(6) Appropriate terms and conditions concerning the closeout of the subaward.

3. Evaluate each subrecipient's fraud risk and risk of noncompliance with a subaward to determine the appropriate subrecipient monitoring described in 2 Code of Federal Regulations, section 200.332, paragraph (f). When evaluating a subrecipient's risk, a pass-through entity should consider the following:

a. The subrecipient's prior experience with the same or similar subawards;

b. The results of previous audits. This includes considering whether or not the subrecipient receives a Single Audit in accordance with 2 Code of Federal Regulations, part 200, subpart F and the extent to which the same or similar subawards have been audited as a major program;

c. Whether the subrecipient has new personnel or new or substantially changed systems; and

d. The extent and results of any federal agency monitoring (for example, if the subrecipient also receives federal awards directly from the federal agency).

4. If appropriate, consider implementing specific conditions in a subaward as described in 2 Code of Federal Regulations, section 200.208 and notify the Federal agency of the specific conditions.

5. Monitor the activities of a subrecipient as necessary to ensure that the subrecipient complies with Federal statutes, regulations, and the terms and conditions of the subaward. The pass-through entity is responsible for monitoring the overall performance of a subrecipient to ensure that the goals and objectives of the subaward are achieved. In monitoring a subrecipient, a pass-through entity must:

    a. Review financial and performance reports.

    b. Ensure that the subrecipient takes corrective action on all significant developments that negatively affect the subaward. Significant developments include Single Audit findings related to the subaward, other audit findings, site visits, and written notifications from a subrecipient of adverse conditions which will impact their ability to meet the milestones or the objectives of a subaward. When significant developments negatively impact the subaward, a subrecipient must provide the pass-through entity with information on their plan for corrective action and any assistance needed to resolve the situation.

    c. Issue a management decision for audit findings pertaining only to the Federal award provided to the subrecipient from the pass-through entity as required by 2 Code of Federal Regulations, section 200.521.

    d. Resolve audit findings specifically related to the subaward. However, the pass-through entity is not responsible for resolving cross-cutting audit findings that apply to the subaward and other Federal awards or subawards. If a subrecipient has a current Single Audit report and has not been excluded from receiving Federal funding (meaning, has not been debarred or suspended), the pass-through entity may rely on the subrecipient's cognizant agency for audit or oversight agency for audit to perform audit follow-up and make management decisions related to cross-cutting audit findings in accordance with 2 Code of Federal Regulations, section 200.513(a)(4)(viii). Such reliance does not eliminate the responsibility of the pass-through entity to issue subawards that conform to agency and award-specific requirements, to manage risk through ongoing subaward monitoring, and to monitor the status of the findings that are specifically related to the subaward.

6. Depending upon the pass-through entity's assessment of the risk posed by the subrecipient (as described in 2 Code of Federal Regulations, section 200.332, paragraph (c)), the following monitoring tools may be useful for the pass-through entity to ensure proper accountability and compliance with program requirements and achievement of performance goals:

    a. Providing subrecipients with training and technical assistance on program-related matters;

    b. Performing site visits to review the subrecipient's program operations; and

    c. Arranging for agreed-upon-procedures engagements as described in 2 Code of Federal Regulations, section 200.425.

7. Verify that a subrecipient is audited as required by 2 Code of Federal Regulations, part 200, subpart F.

8. Consider whether the results of a subrecipient's audit, site visits, or other monitoring necessitate adjustments to the pass-through entity's records.

9. Consider taking enforcement action against noncompliant subrecipients as described in 2 Code of Federal Regulations, section 200.339 and in program regulations.

XI. CONFLICT OF INTEREST

A. Standards of Conduct

The school district will maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.

B. No employee, officer, agent, or board member may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, agent, or board member, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, agents, and board members of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, agents, or board members of the school district. Disciplinary actions may be undertaken pursuant to the school district's Discipline, Suspension, and Dismissal of School Employees policy.

The school district's Conflict of Interest policies and procedures provide additional measures regarding conflicts of interest.

[NOTE: The Minnesota Department of Education confirmed that the "written standards of conduct" required under 2 Code of Federal Regulations, section 200.318(c)(1) may appear in this policy, another policy and/or in an employee handbook. School boards may decide whether to adopt this section or address written standards of conduct elsewhere.]

C. Organizational Conflicts of Interest

If the school district has a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, the school district must maintain written standards concerning organizational conflicts of interest. Organizational conflicts of interest means that because of relationships with a parent company, affiliate, or subsidiary organization, the school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization.

D. Disclosing Conflicts of Interest

The school district will disclose in writing any potential conflict of interest to MDE in accordance with established federal agency policies.

Legal References: Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
Minn. Stat. § 16C.28 (Contracts; Awards)
Minn. Stat. § 118A.01-.06 (Deposit and Investment of Local Public Funds)
Minn. Stat. § 123B.52 (Contracts)

Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 471.38 (Claims)
Minn. Stat. § 471.391 (Declaration Form)
Minn. Stat. § 471.392 (Penalty)
Minn. Stat. § 471.425 (Prompt Payment of Local Government Bills)
18 U.S.C. (Crimes and Criminal Procedures)
31 U.S.C. §§ 3729–3733 (False Claims)
2 C.F.R. § 180.215 (Which Nonprocurement Transactions are Not Covered Transactions)
2 C.F.R. § 180.300 (What Must I Do before I Enter Into a Covered Transaction with Another Person at the Next Lower Tier?)
2 C.F.R. 200 Subpart E (Cost Principles)
2 C.F.R. 200 Subpart F (Audit Requirements)
2 C.F.R. § 200.1 (Definitions)
2 C.F.R. § 200.101 (Applicability)
2 C.F.R. § 200.112 (Conflict of Interest)
2 C.F.R. § 200.113 (Mandatory Disclosures)
2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Merit of Proposals)
2 C.F.R. § 200.208 (Specific Conditions)
2 C.F.R. § 200.214 (Suspension and Debarment)
2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
2 C.F.R. § 200.302 (Financial Management)
2 C.F.R. § 200.303 (Internal Controls)
2 C.F.R. § 200.305(b)(1) (Federal Payment)
2 C.F.R. § 200.310 (Insurance Coverage)
2 C.F.R. § 200.311 (Real Property)
2 C.F.R. § 200.312 (Federally-owned and Exempt Property)
2 C.F.R. § 200.313(d) (Equipment)
2 C.F.R. § 200.314 (Supplies)
2 C.F.R. § 200.315 (Intangible Property)
2 C.F.R. § 200.318 (General Procurement Standards)
2 C.F.R. § 200.319 (Competition)
2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
2 C.F.R. § 200.328 (Financial Reporting)
2 C.F.R. § 200.332 (Requirements for Pass-Through Entities)
2 C.F.R. § 200.339 (Remedies for Noncompliance)
2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
2 C.F.R. § 200.413 (Direct Costs)
2 C.F.R. § 200.414 (Indirect Costs)
2 C.F.R. § 200.415 (Required Certifications)
2 C.F.R. § 200.425 (Audit Services)
2 C.F.R. § 200.430 (Compensation – Personal Services)
2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
2 C.F.R. § 200.447 (Insurance and Indemnification)
2 C.F.R. § 200.463 (Recruiting Costs)
2 C.F.R. § 200.464 (Relocation Costs of Employees)
2 C.F.R. § 200.474 (Transportation Costs)
2 C.F.R. § 200.475 (Travel Costs)
2 C.F.R. § 200.513 (Responsibilities)
2 C.F.R. § 200.521 (Management Decisions)
45 C.F.R. § 75.2 (Definitions)
45 C.F.R. § 75.317 (Insurance Coverage)
45 C.F.R. § 75.320 (Equipment)
48 C.F.R. Subpart 2.1 (Definitions)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)

MSBA/MASA Model Policy 210 (Conflict of Interest-School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)

Resources:

Minnesota Department of Education (MDE): *Procurement Handbook* [January 8, 2025] (accessed 01/07/26)
MDE: *Competitive Proposal Method* [April 2020] (accessed 01/07/26)
Office of Management and Budget: *OMB Guidance for Federal Financial Assistance (Uniform Guidance)* (accessed 02/20/26)
U.S. DOE: *Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations* (accessed 01/09/26)
U.S. DOE: *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (accessed 01/09/26)

Adopted: 7-24-2017
Revised: 11-23-2020; 8-22-2022; 2-24-2025, 7-27-2026

721 PROCUREMENT POLICY

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district. This policy also seeks to ensure compliance with Minnesota procurement laws governing school districts.

II. DEFINITIONS

A. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations, section 200.431 (Compensation - Fringe Benefits).

B. "Competitive procurement process" means a process for procurement by sealed bids or by proposals under Minnesota Statutes, section 471.345.

C. "Contract" means a legal instrument by which the school district purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations, Part 200, does not include a legal instrument, even if the school district considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.

D. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

E. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the school district for financial statement purposes, or $10,000.

F. "Federal award" has the meaning, depending on the context, in either paragraph 1. or 2. below:

1.

a. The federal financial assistance that the school district receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101; or

b. The cost-reimbursement contract under the federal Acquisition Regulations that the school district receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101.

2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (2) of the definition of *Federal financial assistance* in 2

Code of Federal Regulations 200.1, or the cost-reimbursement contract awarded under the federal Acquisition Regulations.

3. "Federal award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.

G. "Grants" includes

1. "State-administered grants" are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).

2. "Direct grants" are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

H. "Non-federal entity" means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

I. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations, section 200.431(g) for retirees and their spouses, dependents, and survivors.

J. "Severance pay" is a payment in addition to regular salaries and wages by the school district to workers whose employment is being terminated.

K. "Travel costs" are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. PROCUREMENT METHOD OPTIONS

A. Procurement by micro-purchase

The acquisition of supplies or services when the aggregate dollar amount of the procurement transaction does not exceed the micro-purchase threshold (generally $10,000, except as otherwise discussed in 48 Code of Federal Regulations, subpart 2.1 or as periodically adjusted for inflation).

B. Procurement by small purchase procedures

This procurement method may be used when the value of the procurement transaction does not exceed the federal simplified acquisition threshold and is within the state threshold of $175,000. If a small purchase procedure is used, price or rate quotations must be obtained from an adequate number of qualified sources. Unless specified by the Federal agency, the school district may exercise judgment in determining what number is adequate.

C. Procurement by sealed bids (formal advertising)

This procurement method involves a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.

D. Procurement by competitive proposals

This procurement method is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.

E. Procurement by noncompetitive proposals

This procurement method involves solicitation of a proposal from only one source.

IV. GENERAL PROCUREMENT STANDARDS

A. The school district must use its own documented procurement procedures that reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.

B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach. Breaking up a procurement into smaller components to avoid the thresholds established in this policy is prohibited.

D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.

F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.

G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are considered.

H. Thresholds for Employee Purchases

1. The superintendent and/or business manager, in conjunction with the school board, is responsible for overseeing the procurement process, including establishment of procedures, internal controls, quality assurance, methods of greatest economy, and compliance with all applicable laws. To be valid, all contracts must be approved by the board, except as otherwise provided in this policy. Nothing in this paragraph shall be construed to waive or supersede statutory requirements relating to public contracts, competitive bidding thresholds, or school board oversight, except as expressly permitted by law.

2. Individual school district employees may incur expenditures in the following amounts without prior board approval so long as such expenditures are

consistent with the school board-approved budget, provided that in all cases the school board retains authority to disapprove any expenditure for any reason at its sole discretion:

a. Any school district employee may make a purchase for use in connection with school district operations when the expenditure is less than $1,000 and is consistent with this policy's requirements.

b. In addition to the foregoing, the following school district employees may execute a purchase or procurement that requires the expenditure of up to the following amounts:

(1). Superintendent: Up to $10,000

(2). Business Manager Up to $10,000

3. Emergency expenditures and procurement authorization

Notwithstanding other provisions of this policy, including the threshold authorization above, the superintendent is authorized to approve emergency expenditures when the superintendent determines that a public exigency or emergency exists that threatens the health, safety, or welfare of students, staff, or school district property and that the expenditure cannot be delayed until the next regular or special meeting of the school board without material harm to the school district.

In an emergency, the Superintendent may authorize an expenditure in excess of the Superintendent's delegated purchasing authority, subject to the following conditions:

1. The procurement shall comply with applicable state and federal law, including the use of noncompetitive procurement when permitted by law;

2. The superintendent shall document the nature of the emergency, the basis for determining that immediate action was required, and the reason competitive procurement procedures were not used;

3. The expenditure shall be reported to the school board for ratification at the next regular or specially called school board meeting; and

4. Emergency authority under this paragraph is limited to the specific emergency circumstances and does not constitute a permanent increase in the superintendent's purchasing authority.

[**NOTE**: **Optional Dollar Limitation: Emergency expenditures authorized by the superintendent under this paragraph shall not exceed $20,000 per occurrence, unless prior school board approval is obtained or such approval is impracticable due to the timing and nature of the emergency, in which case Board ratification shall be sought as soon as practicable.]**

V. PROCUREMENT METHODS WHEN USING STATE FUNDS

The school district must use one of the following methods of procurement when using state funds:

A. Procurements for $25,000 or less

If the amount of the contract is estimated to be $25,000 or less, the contract may be made either upon quotation or in the open market, in the school district's discretion. If the contract is made upon quotation it shall be based, so far as practicable, on at least two (2) quotations which shall be kept on file for a period of at least one (1) year after their receipt.

Alternatively, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

Procurements for $25,000 or less also may be conducted by micro-purchase.

B. Procurements Exceeding $25,000 but not $175,000

1. Sealed Bids or Direct Negotiation

If the amount of the contract is estimated to exceed $25,000 but not to exceed $175,000, the contract may be made either upon sealed bids or by direct negotiation, by obtaining two (2) or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding. All quotations obtained shall be kept on file for a period of at least one (1) year after receipt thereof.

2. Best Value Alternative

As an alternative to the procurement method described in Subparagraph B.1 above, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

C. Procurements Exceeding $175,000

If the amount of the contract is estimated to exceed $175,000, sealed bids shall be solicited by public notice in the manner and subject to the requirements of the law governing school district contracts.

Procurement by Sealed Bids

Procurement by sealed bids means a process in which bids are publicly solicited and a firm fixed price contract by lump sum or unit price is awarded to the responsible bidder whose bid, conforming with all material terms and conditions of the invitation for bids, is the lowest in price. If sealed bids are used, the following requirements apply:

1. bids must be solicited from an adequate number of qualified sources, providing bidders sufficient response time prior to the date set for opening bids;

2. the invitation for bids, which includes any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;

3. all bids will be opened at the time and place prescribed in the invitation for bids, and the bids must be opened publicly;

4. a firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to

determine the low bid when prior experience indicates that the discounts are usually taken advantage of;

5. any or all bids may be rejected if there is a sound documented reason; and

6. in order for a sealed bid to be feasible, the following conditions must be present:

   a. a complete, adequate, and realistic specification or purchase description is available;

   b. two (2) or more responsible bidders are willing and able to compete effectively for the business; and

   c. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the price.

D. Procurement by Proposals

"Procurement by proposals" means a process in which either a fixed price or cost-reimbursement type contract is awarded. Proposals are generally used when conditions are not appropriate for the use of sealed bids. They are awarded in accordance with the following requirements:

1. requests for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number of qualified offerors. Any response to publicized requests for proposals must be considered to the maximum extent practical;

2. the school district must have a written method for conducting technical evaluations of the proposals received and for making selections; and

3. contracts must be awarded to the responsible offeror whose proposal is most advantageous to the school district, with price and other factors considered.

VI. PROCUREMENT METHODS WHEN USING FEDERAL FUNDS

A. Procurement by Competitive Proposals

This is a procurement method used when conditions are not appropriate for using sealed bids. This procurement method may result in either a fixed-price or cost-reimbursement contract. If this method is used, the following requirements apply:

1. Requests for proposals require public notice, and all evaluation factors and their relative importance must be identified. Proposals must be solicited from multiple qualified entities. To the maximum extent practicable, any proposals submitted in response to the public notice must be considered;

2. Proposals must be solicited from an adequate number of qualified sources;

3. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;

4. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and

5. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable

compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

B. Procurement by Noncompetitive Proposals

Procurement by noncompetitive proposals may be used only when one (1) or more of the following circumstances apply:

1. The aggregate amount of the procurement transaction does not exceed the micro-purchase threshold;

2. The item is available only from a single source;

3. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;

4. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or

5. After solicitation of a number of sources, competition is determined inadequate.

C. Competition

1. All procurement transactions under the Federal award must be conducted in a manner that provides full and open competition and is consistent with the standards of 2 Code of Federal Regulations, sections 200.319 and .320.

2. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:

   a. are made in accordance with 2 Code of Federal Regulations, section 200.319(b);

   b. incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

   c. identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

D. The school district must ensure that all prequalified lists of persons, firms, or products used in procurement transactions are current and include enough qualified sources to ensure maximum open competition. When establishing or amending prequalified lists, the school district must consider objective factors that evaluate price and cost to maximize competition. The school must not preclude potential bidders from qualifying during the solicitation period.

E. The school district is prohibited from contracting with or making subawards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed $25,000.

F. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations, section 180.215.

G. Managing Property and Equipment and Safeguarding Assets

1. Property Standards

The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to other property owned by the school district. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations, sections 200.311, 200.314, and 200.315.

2. Managing Equipment

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

a. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

b. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two (2) years.

c. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.

d. Adequate maintenance procedures must be developed to keep property in good condition.

e. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

H. Cybersecurity

The school district must take reasonable cybersecurity and other measures to safeguard

1. Personally identifiable information;

2. Information that the federal agency or pass-through entity designates as sensitive; and

3. other information that the school district considers sensitive and is consistent with applicable federal, state, local, and tribal laws regarding privacy and responsibility over confidentiality.

VII. FINANCIAL MANAGEMENT REQUIREMENTS

A. Financial Management

The school district's financial management systems, including records documenting compliance with federal statues, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and tracking expenditures to establish that funds have been used in accordance with federal statutes, regulations, and the terms and conditions of the federal award.

B. Payment

The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control and accountability.

Advance payments to the school district must be limited to the minimum amounts needed and be timed with actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the school district for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

C. Internal Controls

The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should align with guidance in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States, or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must evaluate and monitor the school district's compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information and other information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VIII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds

The school district administration and school board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. "Advance payment" means a payment that a federal agency or pass-through entity makes by any appropriate payment mechanism and payment method before the school district disburses the funds for program purposes.

2. "Allowable cost" means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.

3. "Education Department General Administrative Regulations (EDGAR)" means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements).

4. "Omni Circular"(also known as 2 Code of Federal Regulations, part 200, the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, or the Uniform Grant Guidance means federal cost principles that provide standards for determining whether costs may be charged to federal grants.

C. Allowable Costs

The following items are costs that may be allowable under the 2 Code of Federal Regulations, part 200, subpart E under specific conditions (review the specific part of 2 Code of Federal Regulations 200, subpart E for allowability requirements for the specific cost):

1. Advertising and public relations;

2. Advisory councils;

3. Audit costs and related services;

4. Bonding costs;

5. Compensation - personal services;

6. Compensation – fringe benefits;

7. Conferences;

8. Contingency provisions;

9. Depreciation;

10. Employee health and welfare costs;

11. Equipment and other capital expenditures;

12. Gains and losses on disposition of depreciable assets;

13. Insurance and indemnification;

14. Intellectual property;

15. Maintenance and repair costs;

16. Materials and supplies costs, including costs of computing devices;

17. Memberships, subscriptions, and professional activity costs;

18. Organization costs;

19. Participant costs;

20. Plant and security costs;

21. Pre-award costs;

22. Professional service costs;

23. Proposal costs;

24. Publication and printing costs;

25. Rearrangement and reconversion costs;

26. Recruiting costs;

27. Relocation costs of employees;

28. Rental costs of buildings and equipment;

29. Scholarships, student aid costs, and tuition remission;

30. Specialized service facilities;

31. Taxes;

32. Telecommunication and video surveillance costs;

33. Termination and standard closeout costs;

34. Training and education costs;

35. Transportation costs; and

36. Travel costs.

D. Costs Forbidden by Federal Law

2 Code of Federal Regulations, part 200 and EDGAR identify certain costs that may never be paid with federal funds. The list below provides examples of such costs. If a cost is on this list, it may not be supported with federal funds unless an exception exists (review the specific part of 2 Code of Federal Regulations 200, subpart E for possible exceptions to unallowable costs). The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as

those items detailed in the 2 Code of Federal Regulations, part 200, subpart E; thus, the following list is not exhaustive:

1. Alcoholic beverages;

2. Bad debts;

3. Contingency provisions (with limited exceptions);

4. Contributions and donations

5. Entertainment (with limited exception);

6. Fines, penalties, damages, and other settlements;

7. Fundraising and investment management costs (with limited exceptions);

8. General costs of government (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));

9. Goods or services for personal use;

10. Interest (except interest specifically stated in 2 Code of Federal Regulations, section 200.449 as allowable);

11. Lobbying;

12. Losses on other Federal awards or contracts;

13. Selling and marketing;

14. Student activity costs;

15. Religious use;

16. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);

17. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and

18. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.

2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.

3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases,

costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes core principles that serve as an important guide for effective grant management. These core principles require all costs to be:

1. Necessary for the proper and efficient performance or administration of the program.

2. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.

3. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.

4. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.

5. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules

The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.

2. Many state-administered programs require school districts to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the "supplement, not supplant" provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).

3. Auditors generally presume supplanting has occurred in three (3) situations:

   a. The school district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.

b. The school district uses federal funds to provide services that the school district provided with state or local funds in the prior year.

c. The school district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.

4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.

2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.

2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

J. Employee Sanctions

Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

K. Reduction in Aid

If the school district makes a purchase without a procurement policy adopted by the school board or makes a purchase not in conformity with the school district's procurement policy, the Commissioner may reduce that school district's state aid in an amount equal to the purchase.

L. Property, Financial Investments, and Contracting

The school district is subject to and must comply with Minnesota Statutes, sections 15.054 and 118A.01 to 118A.06 governing government property and financial investments and sections 471.38, 471.391, 471.392, and 471.425 governing municipal contracting.

M. Mandatory Disclosures

The school district must promptly disclose whenever, in connection with the federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729–3733).

The disclosure must be made in writing to the DOE, MDE, and the MDE Office of Inspector General (if applicable). School districts are also required to report matters related to school district integrity and performance in accordance with Appendix XII of

2 Code of Federal Regulations, part 200. Failure to make required disclosures can result in any of the remedies described in 2 Code of Federal Regulations, section 200.339.

IX. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written school district policy consistently applied to both federal and non-federal activities; and

2. Follows an appointment made in accordance with the school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, the school district must follow its written non-federal, entity wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

a. They are provided under established written leave policies;

b. The costs are equitably allocated to all related activities, including federal awards; and

c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations, section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the school district's written policies.

5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established school district written policies.

6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.

C. Insurance and Indemnification

Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.

D. Recruiting Costs

Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:

1. Critical and necessary for the conduct of the project;

2. Allowable under the cost principles set forth in the Uniform Grant Guidance;

3. Consistent with the school district's cost accounting practices and school district policy; and

4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.

E. Travel Costs

Under 2 Code of Federal Regulations, section 200.475, travel costs include the transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

Travel costs may be charged on an actual cost basis, on a per diem or mileage basis, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip. The method used must be consistent with those normally allowed in like circumstances in the school district's other activities and in accordance with the school district's established written policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations as a result of the school district's written policy.

In addition, when costs are charged directly to the federal award, documentation must justify that:

1. Participation of the individual is necessary to the federal award; and

2. The costs are reasonable and consistent with the school district's established written policy.

Temporary dependent care costs above and beyond regular dependent care are allowable provided that these costs are:

1. A direct result of the individual's travel for the federal award;

2. Consistent with the school district's established written policy for all school district travel; and

3. Only temporary during the travel period.

X. SUBRECIPIENT MONITORING

A. The school district will:

1. Verify that the subrecipient is not excluded or disqualified in accordance with 2 Code of Federal Regulations, section 180.300. Verification methods are provided in section 180.300, which include confirming in *SAM.gov* that a potential subrecipient is not suspended, debarred, or otherwise excluded from receiving federal funds.

2. Ensure that every subaward is clearly identified to the subrecipient as a subaward and includes the information provided below. A pass-through entity must provide the best available information when some of the information below is unavailable. A pass-through entity must provide the unavailable information when it is obtained.

a. Required information includes:

(1) Federal award identification

i. Subrecipient's name (must match the name associated with its unique entity identifier);

ii. Subrecipient's unique entity identifier;

iii. Federal Award Identification Number (FAIN);

iv. Federal Award Date;

v. Subaward Period of Performance Start and End Date;

vi. Subaward Budget Period Start and End Date;

vii. Amount of Federal Funds Obligated in the subaward;

viii. Total Amount of Federal Funds Obligated to the subrecipient by the pass-through entity, including the current financial obligation;

ix. Total Amount of the Federal Award committed to the subrecipient by the pass-through entity;

x. Federal award project description, as required by the Federal Funding Accountability and Transparency Act (FFATA);

xi. Name of the Federal agency, pass-through entity, and contact information for awarding official of the pass-through entity;

xii. Assistance Listings title and number; the pass-through entity must identify the dollar amount made available under each Federal award and the Assistance Listings Number at the time of disbursement;

xiii. Identification of whether the federal award is for research and development; and

xiv. Indirect cost rate for the federal award (including if the de minimis rate is used in accordance with 2 Code of Federal Regulations, section 200.414).

(2) All requirements of the subaward, including requirements imposed by Federal statutes, regulations, and the terms and conditions of the Federal award;

(3) Any additional requirements that the pass-through entity imposes on the subrecipient for the pass-through entity to meet its responsibilities under the Federal award. This includes information and certifications (see 2 Code of Federal Regulations, section 200.415) required for submitting financial and performance reports that the pass-through entity must provide to the federal agency;

(4) Indirect cost rate:

(5) A requirement that the subrecipient permit the pass-through entity and auditors to access the subrecipient's records and financial statements for the pass-through entity to fulfill its monitoring requirements; and

(6) Appropriate terms and conditions concerning the closeout of the subaward.

3. Evaluate each subrecipient's fraud risk and risk of noncompliance with a subaward to determine the appropriate subrecipient monitoring described in 2 Code of Federal Regulations, section 200.332, paragraph (f). When evaluating a subrecipient's risk, a pass-through entity should consider the following:

a. The subrecipient's prior experience with the same or similar subawards;

b. The results of previous audits. This includes considering whether or not the subrecipient receives a Single Audit in accordance with 2 Code of Federal Regulations, part 200, subpart F and the extent to which the same or similar subawards have been audited as a major program;

c. Whether the subrecipient has new personnel or new or substantially changed systems; and

d. The extent and results of any federal agency monitoring (for example, if the subrecipient also receives federal awards directly from the federal agency).

4. If appropriate, consider implementing specific conditions in a subaward as described in 2 Code of Federal Regulations, section 200.208 and notify the Federal agency of the specific conditions.

5. Monitor the activities of a subrecipient as necessary to ensure that the subrecipient complies with Federal statutes, regulations, and the terms and conditions of the subaward. The pass-through entity is responsible for monitoring the overall performance of a subrecipient to ensure that the goals and objectives of the subaward are achieved. In monitoring a subrecipient, a pass-through entity must:

    a. Review financial and performance reports.

    b. Ensure that the subrecipient takes corrective action on all significant developments that negatively affect the subaward. Significant developments include Single Audit findings related to the subaward, other audit findings, site visits, and written notifications from a subrecipient of adverse conditions which will impact their ability to meet the milestones or the objectives of a subaward. When significant developments negatively impact the subaward, a subrecipient must provide the pass-through entity with information on their plan for corrective action and any assistance needed to resolve the situation.

    c. Issue a management decision for audit findings pertaining only to the Federal award provided to the subrecipient from the pass-through entity as required by 2 Code of Federal Regulations, section 200.521.

    d. Resolve audit findings specifically related to the subaward. However, the pass-through entity is not responsible for resolving cross-cutting audit findings that apply to the subaward and other Federal awards or subawards. If a subrecipient has a current Single Audit report and has not been excluded from receiving Federal funding (meaning, has not been debarred or suspended), the pass-through entity may rely on the subrecipient's cognizant agency for audit or oversight agency for audit to perform audit follow-up and make management decisions related to cross-cutting audit findings in accordance with 2 Code of Federal Regulations, section 200.513(a)(4)(viii). Such reliance does not eliminate the responsibility of the pass-through entity to issue subawards that conform to agency and award-specific requirements, to manage risk through ongoing subaward monitoring, and to monitor the status of the findings that are specifically related to the subaward.

6. Depending upon the pass-through entity's assessment of the risk posed by the subrecipient (as described in 2 Code of Federal Regulations, section 200.332, paragraph (c)), the following monitoring tools may be useful for the pass-through entity to ensure proper accountability and compliance with program requirements and achievement of performance goals:

    a. Providing subrecipients with training and technical assistance on program-related matters;

    b. Performing site visits to review the subrecipient's program operations; and

    c. Arranging for agreed-upon-procedures engagements as described in 2 Code of Federal Regulations, section 200.425.

7. Verify that a subrecipient is audited as required by 2 Code of Federal Regulations, part 200, subpart F.

8. Consider whether the results of a subrecipient's audit, site visits, or other monitoring necessitate adjustments to the pass-through entity's records.

9. Consider taking enforcement action against noncompliant subrecipients as described in 2 Code of Federal Regulations, section 200.339 and in program regulations.

XI. CONFLICT OF INTEREST

A. Standards of Conduct

The school district will maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.

B. No employee, officer, agent, or board member may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, agent, or board member, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, agents, and board members of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, agents, or board members of the school district. Disciplinary actions may be undertaken pursuant to the school district's Discipline, Suspension, and Dismissal of School Employees policy.

The school district's Conflict of Interest policies and procedures provide additional measures regarding conflicts of interest.

C. Organizational Conflicts of Interest

If the school district has a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, the school district must maintain written standards concerning organizational conflicts of interest. Organizational conflicts of interest means that because of relationships with a parent company, affiliate, or subsidiary organization, the school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization.

D. Disclosing Conflicts of Interest

The school district will disclose in writing any potential conflict of interest to MDE in accordance with established federal agency policies.

Legal References:
Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
Minn. Stat. § 16C.28 (Contracts; Awards)
Minn. Stat. § 118A.01-.06 (Deposit and Investment of Local Public Funds)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 471.38 (Claims)
Minn. Stat. § 471.391 (Declaration Form)
Minn. Stat. § 471.392 (Penalty)
Minn. Stat. § 471.425 (Prompt Payment of Local Government Bills)
18 U.S.C. (Crimes and Criminal Procedures)
31 U.S.C. §§ 3729–3733 (False Claims)
2 C.F.R. § 180.215 (Which Nonprocurement Transactions are Not Covered Transactions)

2 C.F.R. § 180.300 (What Must I Do before I Enter Into a Covered Transaction with Another Person at the Next Lower Tier?)
2 C.F.R. 200 Subpart E (Cost Principles)
2 C.F.R. 200 Subpart F (Audit Requirements)
2 C.F.R. § 200.1 (Definitions)
2 C.F.R. § 200.101 (Applicability)
2 C.F.R. § 200.112 (Conflict of Interest)
2 C.F.R. § 200.113 (Mandatory Disclosures)
2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Merit of Proposals)
2 C.F.R. § 200.208 (Specific Conditions)
2 C.F.R. § 200.214 (Suspension and Debarment)
2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
2 C.F.R. § 200.302 (Financial Management)
2 C.F.R. § 200.303 (Internal Controls)
2 C.F.R. § 200.305(b)(1) (Federal Payment)
2 C.F.R. § 200.310 (Insurance Coverage)
2 C.F.R. § 200.311 (Real Property)
2 C.F.R. § 200.312 (Federally-owned and Exempt Property)
2 C.F.R. § 200.313(d) (Equipment)
2 C.F.R. § 200.314 (Supplies)
2 C.F.R. § 200.315 (Intangible Property)
2 C.F.R. § 200.318 (General Procurement Standards)
2 C.F.R. § 200.319 (Competition)
2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
2 C.F.R. § 200.328 (Financial Reporting)
2 C.F.R. § 200.332 (Requirements for Pass-Through Entities)
2 C.F.R. § 200.339 (Remedies for Noncompliance)
2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
2 C.F.R. § 200.413 (Direct Costs)
2 C.F.R. § 200.414 (Indirect Costs)
2 C.F.R. § 200.415 (Required Certifications)
2 C.F.R. § 200.425 (Audit Services)
2 C.F.R. § 200.430 (Compensation – Personal Services)
2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
2 C.F.R. § 200.447 (Insurance and Indemnification)
2 C.F.R. § 200.463 (Recruiting Costs)
2 C.F.R. § 200.464 (Relocation Costs of Employees)
2 C.F.R. § 200.474 (Transportation Costs)
2 C.F.R. § 200.475 (Travel Costs)
2 C.F.R. § 200.513 (Responsibilities)
2 C.F.R. § 200.521 (Management Decisions)
45 C.F.R. § 75.2 (Definitions)
45 C.F.R. § 75.317 (Insurance Coverage)
45 C.F.R. § 75.320 (Equipment)
48 C.F.R. Subpart 2.1 (Definitions)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 210 (Conflict of Interest-School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)

Resources:

Minnesota Department of Education (MDE): *Procurement Handbook* [January 8, 2025] (accessed 01/07/26)
MDE: *Competitive Proposal Method* [April 2020] (accessed 01/07/26)
Office of Management and Budget: *OMB Guidance for Federal Financial Assistance (Uniform Guidance)* (accessed 02/20/26)
U.S. DOE: *Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations* (accessed 01/09/26)
U.S. DOE: *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (accessed 01/09/26)

Adopted: 7-24-2017
Revised: 11-23-2020; 8-22-2022; 2-24-2025, 7-27-2026

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

[NOTE: School districts are required by statute to establish procedures consistent with the Minnesota Government Data Practices Act for public data requests and data subject requests.]

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13 (MGDPA), and Minnesota Rules, parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes, section 13D.02, subdivision 8, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of

parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes, section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of Minnesota Statutes, section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

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 an individual is ascertainable. Unless classified pursuant to Minnesota Statutes, section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:

a. Date the request is made;

b. A clear description of the data requested;

c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d. Method to contact the requestor (such as phone number, address, or email address).

2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requestor in writing as follows:

a. The requested data does not exist; or

b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or

(1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority shall inform the requestor of the determination either orally or in writing at the time of the request, or in writing as soon after that time as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the denial was based.

(2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.

c. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five (5) business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.

~~**[NOTE: The 2025 Minnesota legislature enacted Subparagraph c.]**~~

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.

5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.

1. A request for the preparation of summary data must include the following information:

a. Date the request is made;

b. A clear description of the data requested;

c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d. Method to contact requestor (phone number, address, or email address).

B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:

1. The estimated costs of preparing the summary data, if any; and

2. The summary data requested; or

3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or

4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.

C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA ~~BY~~ABOUT AN INDIVIDUAL DATA SUBJECT

A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes, section 13.05, subdivision 4.

C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.

D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six (6) months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.

E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.

G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within thirty (30) days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

H. The determination of the responsible authority may be appealed by a data subject pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the Commissioner of the Minnesota Department of Administration ("Commissioner") shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes, chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the Commissioner may refer the matter to mediation. Following these efforts, the Commissioner shall dismiss the appeal or issue the order and notice of hearing.

I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes, section 138.17.

J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the Commissioner's order issued under Minnesota Statutes, chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

A. All requests for individual subject data must be made in writing directed to the responsible authority.

B. A request for individual subject data must include the following information:

1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;

2. Date the request is made;

3. A clear description of the data requested;

4. Proof that the individual is the data subject or the data subject's parent or guardian;

5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

6. Method to contact the requestor (such as phone number, address, or email address).

C. The identity of the requestor of private data is private.

D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

E. The school district's Protection and Privacy of Pupil Records policy addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. <u>Public Data</u>

Requests must be made on the board approved form.

1. The school district will charge for copies provided as follows:

   a. One hundred (100) or fewer pages of black and white, letter or legal sized paper copies will be charged at twenty-five (25) cents for a one-sided copy or fifty (50) cents for a two-sided copy.

   b. More than one hundred (100) pages or copies of other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

      (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).

      (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for in cash or by check in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The school district may assess costs associated with the preparation of summary data as follows:

   a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;

   b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

   The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

   The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule, 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in Paragraph VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX. Safe at Home Participants and Data Privacy

Prohibition of Discrimination

The school district must not, on the basis of an individual's status as an Address Confidentiality Program participant where a reasonable person, considering all the circumstances, would conclude that the refusal, different terms or requirements, or other action was motivated by the individual's status as a program participant rather than by a legitimate, nondiscriminatory business purpose, safety or operational concern, or a requirement of federal or state law:

A. refuse to provide education services to an individual;

B. provide services to an individual on different terms or with different requirements than an individual who is not a program participant; or

C. otherwise discriminate against an individual.

X. Annual Review and Posting

A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.

B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:
Sonja Ortman
MS/HS
1401 7th St. SW, Pipestone, MN 56164
507-562-6099
Sonja.ortman@pas.k12.mn.us

Jennifer Moravetz
Pipestone Elementary
1401 7th St SW, Pipestone, MN 56164
507-562-6200
Jennifer.moravetz@pas.k12.mn.us

Data Practices Compliance Official:
Dr. Klint W.Willert
District Office/MSHS
1401 7th St SW
Pipestone, MN 56164
507-562-6068

Klint.willert@pas.k12.mn.us

Data Practices Designee(s):

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.01 (Government Data)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Government Entity Obligation)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.04 (Rights of Subjects to Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Rules Part 1205.0300 (Access to Public Data)
Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References:
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Resources:
MN Department of Administration: *Actual Cost*
MN Department of Administration: *Copy Costs*
MN Department of Administration: *Education Data*

Adopted: 8/27/2018

Revised: 8/22/2022, 4/24/2023, 7/22/2024, 7/28/2025, 3/23/2026, 7/27/2026

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13 (MGDPA), and Minnesota Rules, parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes, section 13D.02, subdivision 8, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes, section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of Minnesota Statutes, section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

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 an individual is ascertainable. Unless classified pursuant to Minnesota Statutes, section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:

a. Date the request is made;

b. A clear description of the data requested;

c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d. Method to contact the requestor (such as phone number, address, or email address).

2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requestor in writing as follows:

a. The requested data does not exist; or

b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or

(1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority shall inform the requestor of the determination either orally or in writing at the time of the request, or in writing as soon after that time as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the denial was based.

(2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section,

temporary classification, or specific provision of federal law upon which the denial was based.

c. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five (5) business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.

5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.

1. A request for the preparation of summary data must include the following information:

a. Date the request is made;

b. A clear description of the data requested;

c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d. Method to contact requestor (phone number, address, or email address).

B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:

1. The estimated costs of preparing the summary data, if any; and

2. The summary data requested; or

3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or

4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.

C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA ABOUT AN INDIVIDUAL DATA SUBJECT

A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes, section 13.05, subdivision 4.

C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.

D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six (6) months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.

E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.

G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within thirty (30) days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

H. The determination of the responsible authority may be appealed by a data subject pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the Commissioner of the Minnesota Department of Administration ("Commissioner") shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes, chapter 14, try to

resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the Commissioner may refer the matter to mediation. Following these efforts, the Commissioner shall dismiss the appeal or issue the order and notice of hearing.

I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes, section 138.17.

J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the Commissioner's order issued under Minnesota Statutes, chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

A. All requests for individual subject data must be made in writing directed to the responsible authority.

B. A request for individual subject data must include the following information:

1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;

2. Date the request is made;

3. A clear description of the data requested;

4. Proof that the individual is the data subject or the data subject's parent or guardian;

5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

6. Method to contact the requestor (such as phone number, address, or email address).

C. The identity of the requestor of private data is private.

D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

E. The school district's Protection and Privacy of Pupil Records policy addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. <u>Public Data</u>

Requests must be made on board approved form.

1. The school district will charge for copies provided as follows:

a. One hundred (100) or fewer pages of black and white, letter or legal sized paper copies will be charged at twenty-five (25) cents for a one-sided copy or fifty (50) cents for a two-sided copy.

b. More than one hundred (100) pages or copies of other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

(1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).

(2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for in cash or by check in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The school district may assess costs associated with the preparation of summary data as follows:

a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;

b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule, 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in Paragraph VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX. Safe at Home Participants and Data Privacy

Prohibition of Discrimination

The school district must not, on the basis of an individual's status as an Address Confidentiality Program participant where a reasonable person, considering all the circumstances, would conclude that the refusal, different terms or requirements, or other action was motivated by the individual's status as a program participant rather than by a legitimate, nondiscriminatory business purpose, safety or operational concern, or a requirement of federal or state law:

A. refuse to provide education services to an individual;

B. provide services to an individual on different terms or with different requirements than an individual who is not a program participant; or

C. otherwise discriminate against an individual.

X. Annual Review and Posting

A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.

B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:
Sonja Ortman
MS/HS
1401 7th St. SW, Pipestone, MN 56164
507-562-6099
Sonja.ortman@pas.k12.mn.us

Jennifer Moravetz
Pipestone Elementary
1401 7th St SW, Pipestone, MN 56164
507-562-6200
Jennifer.moravetz@pas.k12.mn.us

Data Practices Compliance Official:
Dr. Klint W.Willert
District Office/MSHS
1401 7th St SW
Pipestone, MN 56164
507-562-6068
Klint.willert@pas.k12.mn.us

Data Practices Designee(s):

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.01 (Government Data)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Government Entity Obligation)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.04 (Rights of Subjects to Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Rules Part 1205.0300 (Access to Public Data)
Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References: MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Resources: MN Department of Administration: *Actual Cost*
MN Department of Administration: *Copy Costs*
MN Department of Administration: *Education Data*

Adopted: 8/27/2018

Revised: 8/22/2022, 4/24/2023, 7/22/2024, 7/28/2025, 3/23/2026, 7/27/2026

Adopted: _____ *MSBA/MASA Model Policy 806*
Orig. 1999
Revised: _____ *Rev. 2026*

806 CRISIS MANAGEMENT POLICY

[NOTE: The Commissioner of the Minnesota Department of Education (Commissioner) is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes, section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

[NOTE: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]

a. Lock-Down Procedures

Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

[NOTE: Minnesota law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes, section 121A.035.]

b. Evacuation Procedures

Evacuations of classrooms and buildings–shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures

for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

[NOTE: Minnesota law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes, section121A.035.]

c. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

[NOTE: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]

2. Crisis-Specific Procedures

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

[NOTE: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]

[NOTE: The 2024 Minnesota legislature enacted permissive language stating that a school board "may adopt the model cardiac emergency response plan provided by" the Commissioner. See Resources below. ~~(as of June 4, 2024, a response plan is not yet available.~~]

3. School Emergency Response Teams

a. Composition

The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be

willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

[NOTE: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]

b. Leaders

The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents

Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least fifty (50) feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area

where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

[NOTE: Evacuation areas at least fifty (50) feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.

3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.

5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

   [NOTE: The State Fire Marshal advises schools to defer fire drills during the winter months.]

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

   [NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.

8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

   [NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

[NOTE: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]

[NOTE: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes, section 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider

an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

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

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.

2. Designate specific rooms as private counseling areas.

3. Escort siblings and close friends of any victims as well as others in need of

emotional support to the counseling areas.

4. Prohibit media from interviewing or questioning students or staff.

5. Provide follow-up services to students and staff who receive counseling.

6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.

2. Fiscal recovery.

3. Academic recovery.

4. Social/emotional recovery.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.

3. "Evidence-based" means a program or practice that demonstrates any of the following:

a. a statistically significant effect on relevant outcomes based on any of the following:

i. strong evidence from one or more well designed and well implemented experimental studies;

ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias.

b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;

2 developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. culturally aware;

4. trauma-informed; and

5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least twenty-four (24) hours

in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one (1) hour, or one (1) standard class period, of violence prevention training annually.

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:

   a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;

   b. the importance of taking threats seriously and seeking help; and

   c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

   [NOTE: The Minnesota legislature enacted the addition to 2.c in 2025 (Session Law Chapter 35).]

3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for

schools, including but not limited to:

a. student opportunities for leadership related to prevention and safety;

b. encouragement and support to students in establishing clubs and programs focused on safety; and

c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and

2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

A. Fire

B. Hazardous Materials

C. Severe Weather: Tornado/Severe Thunderstorm/Flooding

D. Medical Emergency

E. Fight/Disturbance

F. Assault

G. Intruder

H. Weapons

I. Shooting

J. Hostage

K. Bomb Threat

L. Chemical or Biological Threat

M. Checklist for Telephone Threats

N. Demonstration

O. Suicide

P. Lock-down Procedures

Q. Shelter-In-Place Procedures

R. Evacuation/Relocation

S. Media Procedures

T. Post-Crisis Procedures

U. School Emergency Response Team

V. Emergency Phone Numbers

W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

[NOTE: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings pursuant to the school district's~~. See MSBA/MASA Model Policy 903 (~~Visitors to School District Buildings and Sites policy~~)~~.

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

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

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

[NOTE: The Every Student Succeeds Act, 20 United States Code, section 6301, et seq.; Title IX, 20 United States Code, section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code, section 7912, require school districts to establish such transfer procedures.]

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power

plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References:
Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References:
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites

Resources: MDE: Model Cardiac Emergency Response Plan [Rev. 11/25] (accessed 03/10/26)
MN Department of Public Safety: School Safety Resources (accessed 03/10/26)

[NOTE: The Minnesota Department of Public Safety has the following on its website:

Comprehensive school safety guide
The Minnesota Department of Homeland Security Emergency Management offers valuable guidance for school emergency planning. While the MnSSC Comprehensive School Safety Guide is being updated, we encourage you to explore resources from our partners at SchoolSafety.gov. Their Foundation Elements of School Safety can serve as a helpful framework for your planning efforts.]

U.S. Department of Education: Practical Information on Crisis Planning: A Guide for Schools and Communities [January 2007] (accessed 03/10/26)
I Love U Guys Foundation, Standard Response Protocol (accessed 03/10/26)
Safe and Sound Schools (accessed 03/10/26)

Adopted: 8/28/2017

Revised: 7/22/2019
7/27/2020

9/27/2021
8/22/2022
7/22/2024
7/28/2025

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least

two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

a. Lock-Down Procedures

Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

[NOTE: Minnesota law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes, section 121A.035.]

b. Evacuation Procedures

Evacuations of classrooms and buildings–shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

[NOTE: Minnesota law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes, section121A.035.]

c. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that

maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

2. Crisis-Specific Procedures

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

3. School Emergency Response Teams

a. Composition

The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

b. Leaders

The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents

Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least fifty (50) feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.

3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.

5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

7. The school district will have prearranged sites for emergency sheltering and

transportation as needed.

8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

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

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.

2. Designate specific rooms as private counseling areas.

3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.

4. Prohibit media from interviewing or questioning students or staff.

5. Provide follow-up services to students and staff who receive counseling.

6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.

2. Fiscal recovery.

3. Academic recovery.

4. Social/emotional recovery.

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.

3. "Evidence-based" means a program or practice that demonstrates any of the following:

   a. a statistically significant effect on relevant outcomes based on any of the following:

      i. strong evidence from one or more well designed and well implemented experimental studies;

      ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

      iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias.

   b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time

environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;

2 developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. culturally aware;

4. trauma-informed; and

5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least twenty-four (24) hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one (1) hour, or one (1) standard class period, of violence prevention training annually.

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:

   a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;

   b. the importance of taking threats seriously and seeking help; and

   c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multiphaser planning for schools, including but not limited to:

   a. student opportunities for leadership related to prevention and safety;

   b. encouragement and support to students in establishing clubs and programs focused on safety; and

   c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and

2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

A. Fire

B. Hazardous Materials

C. Severe Weather: Tornado/Severe Thunderstorm/Flooding

D. Medical Emergency

E. Fight/Disturbance

F. Assault

G. Intruder

H. Weapons

I. Shooting

J. Hostage

K. Bomb Threat

L. Chemical or Biological Threat

M. Checklist for Telephone Threats

N. Demonstration

O. Suicide

P. Lock-down Procedures

Q. Shelter-In-Place Procedures

R. Evacuation/Relocation

S. Media Procedures

T. Post-Crisis Procedures

U. School Emergency Response Team

V. Emergency Phone Numbers

W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

[NOTE: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings pursuant to the school district's Visitors to School District Buildings and Sites policy.

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

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

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References:
Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References:
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites

Resources: MDE: Model Cardiac Emergency Response Plan [Rev. 11/25] (accessed 03/10/26)
MN Department of Public Safety: School Safety Resources (accessed 03/10/26)

[NOTE: The Minnesota Department of Public Safety has the following on its website:

Comprehensive school safety guide
The Minnesota Department of Homeland Security Emergency Management offers valuable guidance for school emergency planning. While the MnSSC Comprehensive School Safety Guide is being updated, we encourage you to explore resources from our partners at SchoolSafety.gov. Their Foundation Elements of School Safety can serve as a helpful framework for your planning efforts.]

U.S. Department of Education: Practical Information on Crisis Planning: A Guide for Schools and Communities [January 2007] (accessed 03/10/26)
I Love U Guys Foundation, Standard Response Protocol (accessed 03/10/26)
Safe and Sound Schools (accessed 03/10/26)

Adopted: 8/28/2017

Revised: 7/22/2019, 7/27/2020, 9/27/2021, 8/22/2022,7/22/2024, 7/28/2025, 7/27/2026

RESOLUTION FOR GENERAL ELECTION

RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD MEMBERS AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION

WHEREAS, the general election in each Minnesota school district must be held on the first Tuesday after the first Monday in November of either the odd-numbered or the even-numbered year.

WHEREAS, it is necessary for the school district to hold its general election for the purpose of electing three (3) school board members for terms of four (4) years each.

THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 2689 (Pipestone Area Schools), State of Minnesota as follows:

The clerk shall include on the ballot the names of the individuals who file or have filed affidavits of candidacy during the period established for filing such affidavits, as though they had been included by name in this resolution. The clerk shall not include on the ballot the names of individuals who file timely affidavits of withdrawal in the manner specified by law.

The general election is hereby called and elected to be held in conjunction with the state general election on Tuesday, the 3rd day of November 2026.

Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for this general election are those polling places and precincts or parts of precincts located within the boundaries of the school district and which have been established by the cities or towns located in whole or in part within the school district. The voting hours at those polling places shall be the same as for the state general election.

The clerk is hereby authorized and directed to cause written notice of said general election to be provided to the county auditor of each county in which the school district is located, in whole or in part, at least eighty-four (84) days before the date of said election. The notice shall include the date of said general election and the office or offices to be voted on at said general election. Any notice given prior to the date of the adoption of this resolution is ratified and confirmed in all respects.

The clerk is hereby authorized and directed to cause notice of said general election to be posted at the administrative offices of the school district for public inspection at least ten (10) days before the date of said general election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district for public inspection at least four (4) days before the date of said general election. The clerk shall also cause two (2) sample ballots to be posted in each polling place on Election Day. The sample ballot shall not be printed on the same color paper as the official ballot. The sample ballot for a polling place must reflect the offices, candidates, and rotation sequence on the ballots used in that polling place. The sample may be either in full or reduced size.

The clerk is hereby authorized and directed to cause notice of said general election to be published in the official newspaper of the school district for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election.

The notice of election so posted and published shall state the offices to be filled set forth in the form of ballot below and shall include information concerning each established precinct and polling place.

The clerk is authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place on Election Day.

The clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this election, and generally to cooperate with election authorities conducting other elections on that date. The clerk and members of the school district administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate election officials regarding preparation and distribution of ballots, election administration and cost sharing.

The clerk is further authorized and directed to cause or to cooperate with the proper election officials to cause ballots to be

prepared for use at said election in substantially the form below, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system.

The motion for adoption of the Resolution was made by Member _____, duly seconded by Member _____,

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted by Independent School District No. 2689,

Pipestone Area Schools, State of Minnesota, this 27th day of July , 2026

By: _____
School Board Chair

By:_____
School Board Clerk

CERTIFICATION OF MINUTES RELATING TO SPECIAL ELECTION

Issuer: Independent School District No. 2689 (Pipestone Area Schools), Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held on July 27, 2026, at 6:30 pm in Conference Room 1148 in the Middle School/High School building.

Members present:

Members absent:

Documents attached:

Minutes of said meeting (including):

RESOLUTION RELATING TO DETERMINING THE NECESSITY OF REVOKING AN EXISTING REFERENDUM REVENUE AUTHORIZATION AND REPLACING IT WITH A NEW REFERENDUM REVENUE AUTHORIZATION AND CALLING A SPECIAL ELECTION THEREON

I, the undersigned, being the duly qualified and acting recording officer of the public corporation referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer on July 27, 2026.

_____

School District Clerk

Member _____ introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION RELATING TO DETERMINING THE NECESSITY OF REVOKING AN EXISTING REFERENDUM REVENUE AUTHORIZATION AND REPLACING IT WITH A NEW REFERENDUM REVENUE AUTHORIZATION AND CALLING A SPECIAL ELECTION THEREON

BE IT RESOLVED by the School Board (the Board) of Independent School District No. 2689 (Pipestone Area Schools), Minnesota (the School District), as follows:

1. The Board has investigated the facts and does hereby find, determine and declare that it is necessary and expedient to revoke the School District's existing referendum revenue authorization of $474.26 per pupil and replace that authorization with a new authorization of $1,500 per pupil, subject to an annual increase at the rate of inflation. The proposed referendum revenue authorization would be first levied in 2026 for taxes payable in 2027 and applicable for ten (10) years unless otherwise revoked or reduced as provided by law.

2. The question on the revocation of the existing referendum revenue authorization and the approval of a new referendum revenue authorization of the School District shall be submitted to the qualified electors of the School District at a special election, which is hereby called and directed to be held in conjunction with the state general election on Tuesday, November 3, 2026, between the hours of 7:00 a.m. and 8:00 p.m.

3. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for this special election are those precincts or parts of precincts located within the boundaries of the School District which have been established by the governing bodies located in whole or in part within the School District.

4. The Clerk is hereby authorized and directed to cause written notice of the special election to be: (a) provided to each County Auditor at least eighty-four (84) days before the date of the special election; (b) provided to the Commissioner of Education at least seventy-four (74) days before the date of the special election; (c) mailed to every taxpayer in the School District, at least fifteen (15) days but no more than forty-five (45) days prior to the date of the special election; (d) posted at the administrative offices of the School District, for public inspection, at least ten (10) days before the date of the special election; and (e) published in the official newspaper of the School District once each week for at least two consecutive weeks, with the last publication being at least one week before the date of the special election. The Notice of Special Election shall be prepared in substantially the following form:

NOTICE OF SPECIAL ELECTION
INDEPENDENT SCHOOL DISTRICT NO. 2689
(PIPESTONE AREA SCHOOLS), MINNESOTA

NOTICE IS HEREBY GIVEN that a special election has been called and will be held in and for Independent School District No. 2689 (Pipestone Area Schools), Minnesota, on November 3, 2026, between the hours of 7:00 a.m. and 8:00 p.m. to vote on the following question:

School District Question
Revoking Existing Referendum Revenue Authorization;
Approving New Authorization

The board of Independent School District No. 2689 (Pipestone Area Schools), Minnesota has proposed to revoke the School District's existing referendum revenue authorization of $474.26 per pupil and to replace that authorization with a new authorization of $1,500 per pupil, subject to an annual increase at the rate of inflation. The proposed referendum revenue authorization would be first levied in 2026 for taxes payable in 2027 and applicable for ten (10) years unless otherwise revoked or reduced as provided by law.

Shall the revocation of the existing referendum authorization and the approval of the new authorization proposed by the board of Independent School District No. 2689 (Pipestone Area Schools), Minnesota be approved?

PASSAGE OF THIS REFERENDUM WILL RESULT IN AN INCREASE IN YOUR PROPERTY TAXES

BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING FOR A PROPERTY TAX INCREASE

The property tax portion of the revenue authorized will require an estimated referendum tax rate of 0.244594% for taxes payable in 2027 of the referendum market value of all classes of taxable property in the School District, as defined by Minnesota Statutes, Section 126C.01, Subdivision 3, which excludes certain agricultural property, seasonal property and post-secondary student housing.

The projected annual dollar increases for typical residential homesteads, apartments, commercial-industrial properties, and most other classes of property within the School District are as shown in the table below, subject to an annual increase at the rate of inflation. Agricultural property will pay taxes for the proposed referendum based only on the value of the house, garage and one acre of land. Seasonal recreational residential property (*i.e.*, cabins) will pay no taxes for the proposed referendum.

The figures in the table below are based on School District taxes for the proposed referendum levy authorization only and do not include tax levies for other purposes:

ISD 2689 Pipestone Area Schools
Referendum Estimated Tax Impact Analysis

	Estimated Tax Impact for Taxes Payable in 2027				
	Referendum Market Value	**Revoked Authority**	**Proposed Authority**	**Annual Net Tax Increase**	**Monthly Net Tax Increase**
Referendum Market Value	50,000	-$35	$122	$87	$7
	75,000	-$52	$183	$131	$11
	100,000	-$70	$245	$175	$15
	125,000	-$87	$306	$218	$18
	150,000	-$105	$367	$262	$22
	175,000	-$122	$428	$306	$25
	200,000	-$140	$489	$349	$29
	300,000	-$210	$734	$524	$44
	400,000	-$280	$978	$699	$58
	500,000	-$350	$1,223	$873	$73

533

The precincts and polling places for the special election will be the precincts and polling places used for the state general election.

All qualified electors residing in said School District may cast their ballots at the polling places for the precincts in which they reside during the polling hours specified above.

A voter must be registered to vote to be eligible to vote in the special election. Unregistered individuals may register to vote at the polling places on election day.

Dated: July 27, 2026.

BY ORDER OF THE SCHOOL BOARD

/s/_____, Clerk

[The remainder of this page is intentionally left blank.]

5. The Clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this special election. If an optical scan voting system is being used, the Clerk shall comply with the laws and rules governing the procedures and requirements for optical scan voting systems. The Clerk is authorized and directed to acquire and distribute such election materials and to take such other actions as may be necessary for the proper conduct of this special election and generally to cooperate with election authorities conducting any other elections on that date. The Clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with other elections, including entering into agreements with appropriate municipal and county officials regarding preparation and distribution of ballots or ballot cards, election administration, and cost sharing.

6. The Clerk is authorized and directed to cause a printed ballot for the question to be prepared in accordance with Minnesota Statutes, Section 205A.08, Subdivision 5 and the rules of the secretary of state for use at the special election. If an optical scan voting system is being used, the Clerk shall cause official ballots to be printed according to the format of ballots for optical scan voting systems provided by the laws and rules governing optical scan voting systems. The Clerk is further authorized and directed to cause a sample ballot to be posted in the administrative offices of the School District, for public inspection, at least four (4) days before the date of the special election and to cause two sample ballots to be posted at each polling place on the date of the special election and to cooperate with the proper election officials to cause ballots or ballot cards to be prepared for use at said election. The ballot shall be in substantially the following form, with such changes in form and instructions as may be necessary to accommodate the use of an optical scan voting system:

[The remainder of this page is intentionally left blank]

Special Election Ballot
School District Ballot
Independent School District No. 2689
(Pipestone Area Schools), Minnesota

November 3, 2026

Instructions to Voters

To vote, completely fill in the oval(s) next to your choice(s) like this: 

To vote for a question, fill in the oval next to the word "Yes" for that question.
To vote against a question, fill in the oval next to the word "No" for that question.

School District Question
Revoking Existing Referendum Revenue Authorization;
Approving New Authorization

The board of Independent School District No. 2689 (Pipestone Area Schools), Minnesota has proposed to revoke the School District's existing referendum revenue authorization of $474.26 per pupil and to replace that authorization with a new authorization of $1,500 per pupil, subject to an annual increase at the rate of inflation. The proposed referendum revenue authorization would be first levied in 2026 for taxes payable in 2027 and applicable for ten (10) years unless otherwise revoked or reduced as provided by law.



YES
NO

Shall the revocation of the existing referendum authorization and the approval of the new authorization proposed by the board of Independent School District No. 2689 (Pipestone Area Schools), Minnesota be approved?

BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING FOR A PROPERTY TAX INCREASE

(Reverse side of ballot)

OFFICIAL BALLOT

November 3, 2026

_____
Judge

_____
Judge

(The ballot is to be initialed by two judges)

7. If the School District will be contracting to print the ballots for this special election, the Clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of $1,000 is awarded for printing ballots, the printer shall, upon request, furnish in accordance with Minnesota Statutes, Section 204D.04 a sufficient bond, letter of credit or certified check acceptable to the Clerk in an amount not less than $1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The Clerk shall set the amount of the bond, letter of credit or certified check in an amount equal to the value of the purchase.

8. The individuals designated as judges for the state general election shall act as election judges for this special election and shall conduct the special election at the various polling places in the manner prescribed by law.

9. The special election shall be held and the returns made and canvassed in the manner prescribed by law and the Board shall meet on a date between the third day, November 6, 2026, and the fourteenth day, November 17, 2026, after the special election for the purpose of canvassing the results thereof.

10. Pursuant to Minnesota Statutes, Sections 126C.17, Subdivision 9(e) and 205A.07, Subdivision 3a, the Clerk is hereby instructed to notify the Commissioner of Education of the results of the special election and to provide the certified vote totals for the ballot question in written form within fifteen (15) days after the results have been certified by the Board.

11. Pursuant to Minnesota Statutes, Section 211A.02, Subdivision 6, the Clerk is hereby instructed to make any campaign finance reports filed with the Clerk by campaign committees within seven (7) days after the special election available on the School District's web site as soon as possible, but no later than thirty (30) days after receipt of any such report. The Clerk is further instructed to provide the Campaign Finance and Public Disclosure Board with a link to the section of web site where such reports are made available. Such reports must remain available on the web site for four (4) years from the date first posted.

Upon vote being taken thereon, the following voted in favor thereof

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

CERTIFICATION OF MINUTES RELATING TO SPECIAL ELECTION

Issuer: Independent School District No. 2689 (Pipestone Area Schools), Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held on July 27, 2026, at 6:30 pm in Conference Room 1148 in the Middle School/High School building.

Members present:

Members absent:

Documents attached:

Minutes of said meeting (including):

RESOLUTION RELATING TO DETERMINING THE NECESSITY OF REVOKING AN EXISTING REFERENDUM REVENUE AUTHORIZATION AND REPLACING IT WITH A NEW REFERENDUM REVENUE AUTHORIZATION AND CALLING A SPECIAL ELECTION THEREON

I, the undersigned, being the duly qualified and acting recording officer of the public corporation referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer on July 27, 2026.

_____

School District Clerk

Member _____ introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION RELATING TO DETERMINING THE NECESSITY OF REVOKING AN EXISTING REFERENDUM REVENUE AUTHORIZATION AND REPLACING IT WITH A NEW REFERENDUM REVENUE AUTHORIZATION AND CALLING A SPECIAL ELECTION THEREON

BE IT RESOLVED by the School Board (the Board) of Independent School District No. 2689 (Pipestone Area Schools), Minnesota (the School District), as follows:

1. The Board has investigated the facts and does hereby find, determine and declare that it is necessary and expedient to revoke the School District's existing referendum revenue authorization of $474.26 per pupil and replace that authorization with a new authorization of $1,600 per pupil, subject to an annual increase at the rate of inflation. The proposed referendum revenue authorization would be first levied in 2026 for taxes payable in 2027 and applicable for ten (10) years unless otherwise revoked or reduced as provided by law.

2. The question on the revocation of the existing referendum revenue authorization and the approval of a new referendum revenue authorization of the School District shall be submitted to the qualified electors of the School District at a special election, which is hereby called and directed to be held in conjunction with the state general election on Tuesday, November 3, 2026, between the hours of 7:00 a.m. and 8:00 p.m.

3. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for this special election are those precincts or parts of precincts located within the boundaries of the School District which have been established by the governing bodies located in whole or in part within the School District.

4. The Clerk is hereby authorized and directed to cause written notice of the special election to be: (a) provided to each County Auditor at least eighty-four (84) days before the date of the special election; (b) provided to the Commissioner of Education at least seventy-four (74) days before the date of the special election; (c) mailed to every taxpayer in the School District, at least fifteen (15) days but no more than forty-five (45) days prior to the date of the special election; (d) posted at the administrative offices of the School District, for public inspection, at least ten (10) days before the date of the special election; and (e) published in the official newspaper of the School District once each week for at least two consecutive weeks, with the last publication being at least one week before the date of the special election. The Notice of Special Election shall be prepared in substantially the following form:

NOTICE OF SPECIAL ELECTION
INDEPENDENT SCHOOL DISTRICT NO. 2689
(PIPESTONE AREA SCHOOLS), MINNESOTA

NOTICE IS HEREBY GIVEN that a special election has been called and will be held in and for Independent School District No. 2689 (Pipestone Area Schools), Minnesota, on November 3, 2026, between the hours of 7:00 a.m. and 8:00 p.m. to vote on the following question:

School District Question
Revoking Existing Referendum Revenue Authorization;
Approving New Authorization

The board of Independent School District No. 2689 (Pipestone Area Schools), Minnesota has proposed to revoke the School District's existing referendum revenue authorization of $474.26 per pupil and to replace that authorization with a new authorization of $1,600 per pupil, subject to an annual increase at the rate of inflation. The proposed referendum revenue authorization would be first levied in 2026 for taxes payable in 2027 and applicable for ten (10) years unless otherwise revoked or reduced as provided by law.

Shall the revocation of the existing referendum authorization and the approval of the new authorization proposed by the board of Independent School District No. 2689 (Pipestone Area Schools), Minnesota be approved?

PASSAGE OF THIS REFERENDUM WILL RESULT IN AN INCREASE IN YOUR PROPERTY TAXES

BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING FOR A PROPERTY TAX INCREASE

The property tax portion of the revenue authorized will require an estimated referendum tax rate of 0.261623% for taxes payable in 2027 of the referendum market value of all classes of taxable property in the School District, as defined by Minnesota Statutes, Section 126C.01, Subdivision 3, which excludes certain agricultural property, seasonal property and post-secondary student housing.

The projected annual dollar increases for typical residential homesteads, apartments, commercial-industrial properties, and most other classes of property within the School District are as shown in the table below, subject to an annual increase at the rate of inflation. Agricultural property will pay taxes for the proposed referendum based only on the value of the house, garage and one acre of land. Seasonal recreational residential property (*i.e.*, cabins) will pay no taxes for the proposed referendum.

The figures in the table below are based on School District taxes for the proposed referendum levy authorization only and do not include tax levies for other purposes:

ISD 2689 Pipestone Area Schools
Referendum Estimated Tax Impact Analysis

	Estimated Tax Impact for Taxes Payable in 2027				
	Referendum Market Value	**Revoked Authority**	**Proposed Authority**	**Annual Net Tax Increase**	**Monthly Net Tax Increase**
Referendum Market Value	50,000	-$35	$131	$96	$8
	75,000	-$52	$196	$144	$12
	100,000	-$70	$262	$192	$16
	125,000	-$87	$327	$240	$20
	150,000	-$105	$392	$288	$24
	175,000	-$122	$458	$335	$28
	200,000	-$140	$523	$383	$32
	300,000	-$210	$785	$575	$48
	400,000	-$280	$1,046	$767	$64
	500,000	-$350	$1,308	$958	$80

542

The precincts and polling places for the special election will be the precincts and polling places used for the state general election.

All qualified electors residing in said School District may cast their ballots at the polling places for the precincts in which they reside during the polling hours specified above.

A voter must be registered to vote to be eligible to vote in the special election. Unregistered individuals may register to vote at the polling places on election day.

Dated: July 27, 2026.

BY ORDER OF THE SCHOOL BOARD

/s/_____, Clerk

[The remainder of this page is intentionally left blank.]

5. The Clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this special election. If an optical scan voting system is being used, the Clerk shall comply with the laws and rules governing the procedures and requirements for optical scan voting systems. The Clerk is authorized and directed to acquire and distribute such election materials and to take such other actions as may be necessary for the proper conduct of this special election and generally to cooperate with election authorities conducting any other elections on that date. The Clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with other elections, including entering into agreements with appropriate municipal and county officials regarding preparation and distribution of ballots or ballot cards, election administration, and cost sharing.

6. The Clerk is authorized and directed to cause a printed ballot for the question to be prepared in accordance with Minnesota Statutes, Section 205A.08, Subdivision 5 and the rules of the secretary of state for use at the special election. If an optical scan voting system is being used, the Clerk shall cause official ballots to be printed according to the format of ballots for optical scan voting systems provided by the laws and rules governing optical scan voting systems. The Clerk is further authorized and directed to cause a sample ballot to be posted in the administrative offices of the School District, for public inspection, at least four (4) days before the date of the special election and to cause two sample ballots to be posted at each polling place on the date of the special election and to cooperate with the proper election officials to cause ballots or ballot cards to be prepared for use at said election. The ballot shall be in substantially the following form, with such changes in form and instructions as may be necessary to accommodate the use of an optical scan voting system:

[The remainder of this page is intentionally left blank]

Special Election Ballot
School District Ballot
Independent School District No. 2689
(Pipestone Area Schools), Minnesota

November 3, 2026

Instructions to Voters

To vote, completely fill in the oval(s) next to your choice(s) like this: 

To vote for a question, fill in the oval next to the word "Yes" for that question.
To vote against a question, fill in the oval next to the word "No" for that question.

School District Question
Revoking Existing Referendum Revenue Authorization;
Approving New Authorization

The board of Independent School District No. 2689 (Pipestone Area Schools), Minnesota has proposed to revoke the School District's existing referendum revenue authorization of $474.26 per pupil and to replace that authorization with a new authorization of $1,600 per pupil, subject to an annual increase at the rate of inflation. The proposed referendum revenue authorization would be first levied in 2026 for taxes payable in 2027 and applicable for ten (10) years unless otherwise revoked or reduced as provided by law.



YES
NO

Shall the revocation of the existing referendum authorization and the approval of the new authorization proposed by the board of Independent School District No. 2689 (Pipestone Area Schools), Minnesota be approved?

BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING FOR A PROPERTY TAX INCREASE

(Reverse side of ballot)

OFFICIAL BALLOT

November 3, 2026

_____
Judge

_____
Judge

(The ballot is to be initialed by two judges)

7. If the School District will be contracting to print the ballots for this special election, the Clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of $1,000 is awarded for printing ballots, the printer shall, upon request, furnish in accordance with Minnesota Statutes, Section 204D.04 a sufficient bond, letter of credit or certified check acceptable to the Clerk in an amount not less than $1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The Clerk shall set the amount of the bond, letter of credit or certified check in an amount equal to the value of the purchase.

8. The individuals designated as judges for the state general election shall act as election judges for this special election and shall conduct the special election at the various polling places in the manner prescribed by law.

9. The special election shall be held and the returns made and canvassed in the manner prescribed by law and the Board shall meet on a date between the third day, November 6, 2026, and the fourteenth day, November 17, 2026, after the special election for the purpose of canvassing the results thereof.

10. Pursuant to Minnesota Statutes, Sections 126C.17, Subdivision 9(e) and 205A.07, Subdivision 3a, the Clerk is hereby instructed to notify the Commissioner of Education of the results of the special election and to provide the certified vote totals for the ballot question in written form within fifteen (15) days after the results have been certified by the Board.

11. Pursuant to Minnesota Statutes, Section 211A.02, Subdivision 6, the Clerk is hereby instructed to make any campaign finance reports filed with the Clerk by campaign committees within seven (7) days after the special election available on the School District's web site as soon as possible, but no later than thirty (30) days after receipt of any such report. The Clerk is further instructed to provide the Campaign Finance and Public Disclosure Board with a link to the section of web site where such reports are made available. Such reports must remain available on the web site for four (4) years from the date first posted.

Upon vote being taken thereon, the following voted in favor thereof

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

CERTIFICATION OF MINUTES RELATING TO SPECIAL ELECTION

Issuer: Independent School District No. 2689 (Pipestone Area Schools), Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held on July 27, 2026, at 6:30 pm in Conference Room 1148 in the Middle School/High School building.

Members present:

Members absent:

Documents attached:

Minutes of said meeting (including):

RESOLUTION RELATING TO DETERMINING THE NECESSITY OF REVOKING AN EXISTING REFERENDUM REVENUE AUTHORIZATION AND REPLACING IT WITH A NEW REFERENDUM REVENUE AUTHORIZATION AND CALLING A SPECIAL ELECTION THEREON

I, the undersigned, being the duly qualified and acting recording officer of the public corporation referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer on July 27, 2026.

_____

School District Clerk

Member _____ introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION RELATING TO DETERMINING THE NECESSITY OF REVOKING AN EXISTING REFERENDUM REVENUE AUTHORIZATION AND REPLACING IT WITH A NEW REFERENDUM REVENUE AUTHORIZATION AND CALLING A SPECIAL ELECTION THEREON

BE IT RESOLVED by the School Board (the Board) of Independent School District No. 2689 (Pipestone Area Schools), Minnesota (the School District), as follows:

1. The Board has investigated the facts and does hereby find, determine and declare that it is necessary and expedient to revoke the School District's existing referendum revenue authorization of $474.26 per pupil and replace that authorization with a new authorization of $1,700 per pupil, subject to an annual increase at the rate of inflation. The proposed referendum revenue authorization would be first levied in 2026 for taxes payable in 2027 and applicable for ten (10) years unless otherwise revoked or reduced as provided by law.

2. The question on the revocation of the existing referendum revenue authorization and the approval of a new referendum revenue authorization of the School District shall be submitted to the qualified electors of the School District at a special election, which is hereby called and directed to be held in conjunction with the state general election on Tuesday, November 3, 2026, between the hours of 7:00 a.m. and 8:00 p.m.

3. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for this special election are those precincts or parts of precincts located within the boundaries of the School District which have been established by the governing bodies located in whole or in part within the School District.

4. The Clerk is hereby authorized and directed to cause written notice of the special election to be: (a) provided to each County Auditor at least eighty-four (84) days before the date of the special election; (b) provided to the Commissioner of Education at least seventy-four (74) days before the date of the special election; (c) mailed to every taxpayer in the School District, at least fifteen (15) days but no more than forty-five (45) days prior to the date of the special election; (d) posted at the administrative offices of the School District, for public inspection, at least ten (10) days before the date of the special election; and (e) published in the official newspaper of the School District once each week for at least two consecutive weeks, with the last publication being at least one week before the date of the special election. The Notice of Special Election shall be prepared in substantially the following form:

NOTICE OF SPECIAL ELECTION
INDEPENDENT SCHOOL DISTRICT NO. 2689
(PIPESTONE AREA SCHOOLS), MINNESOTA

NOTICE IS HEREBY GIVEN that a special election has been called and will be held in and for Independent School District No. 2689 (Pipestone Area Schools), Minnesota, on November 3, 2026, between the hours of 7:00 a.m. and 8:00 p.m. to vote on the following question:

School District Question
Revoking Existing Referendum Revenue Authorization;
Approving New Authorization

The board of Independent School District No. 2689 (Pipestone Area Schools), Minnesota has proposed to revoke the School District's existing referendum revenue authorization of $474.26 per pupil and to replace that authorization with a new authorization of $1,700 per pupil, subject to an annual increase at the rate of inflation. The proposed referendum revenue authorization would be first levied in 2026 for taxes payable in 2027 and applicable for ten (10) years unless otherwise revoked or reduced as provided by law.

Shall the revocation of the existing referendum authorization and the approval of the new authorization proposed by the board of Independent School District No. 2689 (Pipestone Area Schools), Minnesota be approved?

PASSAGE OF THIS REFERENDUM WILL RESULT IN AN INCREASE IN YOUR PROPERTY TAXES

BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING FOR A PROPERTY TAX INCREASE

The property tax portion of the revenue authorized will require an estimated referendum tax rate of 0.278652% for taxes payable in 2027 of the referendum market value of all classes of taxable property in the School District, as defined by Minnesota Statutes, Section 126C.01, Subdivision 3, which excludes certain agricultural property, seasonal property and post-secondary student housing.

The projected annual dollar increases for typical residential homesteads, apartments, commercial-industrial properties, and most other classes of property within the School District are as shown in the table below, subject to an annual increase at the rate of inflation. Agricultural property will pay taxes for the proposed referendum based only on the value of the house, garage and one acre of land. Seasonal recreational residential property (*i.e.*, cabins) will pay no taxes for the proposed referendum.

The figures in the table below are based on School District taxes for the proposed referendum levy authorization only and do not include tax levies for other purposes:

ISD 2689 Pipestone Area Schools
Referendum Estimated Tax Impact Analysis

	Estimated Tax Impact for Taxes Payable in 2027				
	Referendum Market Value	**Revoked Authority**	**Proposed Authority**	**Annual Net Tax Increase**	**Monthly Net Tax Increase**
Referendum Market Value	50,000	-$35	$139	$104	$9
	75,000	-$52	$209	$157	$13
	100,000	-$70	$279	$209	$17
	125,000	-$87	$348	$261	$22
	150,000	-$105	$418	$313	$26
	175,000	-$122	$488	$365	$30
	200,000	-$140	$557	$417	$35
	300,000	-$210	$836	$626	$52
	400,000	-$280	$1,115	$835	$70
	500,000	-$350	$1,393	$1,044	$87

551

The precincts and polling places for the special election will be the precincts and polling places used for the state general election.

All qualified electors residing in said School District may cast their ballots at the polling places for the precincts in which they reside during the polling hours specified above.

A voter must be registered to vote to be eligible to vote in the special election. Unregistered individuals may register to vote at the polling places on election day.

Dated: July 27, 2026.

BY ORDER OF THE SCHOOL BOARD

/s/_____, Clerk

[The remainder of this page is intentionally left blank.]

5. The Clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this special election. If an optical scan voting system is being used, the Clerk shall comply with the laws and rules governing the procedures and requirements for optical scan voting systems. The Clerk is authorized and directed to acquire and distribute such election materials and to take such other actions as may be necessary for the proper conduct of this special election and generally to cooperate with election authorities conducting any other elections on that date. The Clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with other elections, including entering into agreements with appropriate municipal and county officials regarding preparation and distribution of ballots or ballot cards, election administration, and cost sharing.

6. The Clerk is authorized and directed to cause a printed ballot for the question to be prepared in accordance with Minnesota Statutes, Section 205A.08, Subdivision 5 and the rules of the secretary of state for use at the special election. If an optical scan voting system is being used, the Clerk shall cause official ballots to be printed according to the format of ballots for optical scan voting systems provided by the laws and rules governing optical scan voting systems. The Clerk is further authorized and directed to cause a sample ballot to be posted in the administrative offices of the School District, for public inspection, at least four (4) days before the date of the special election and to cause two sample ballots to be posted at each polling place on the date of the special election and to cooperate with the proper election officials to cause ballots or ballot cards to be prepared for use at said election. The ballot shall be in substantially the following form, with such changes in form and instructions as may be necessary to accommodate the use of an optical scan voting system:

[The remainder of this page is intentionally left blank]

Special Election Ballot
School District Ballot
Independent School District No. 2689
(Pipestone Area Schools), Minnesota

November 3, 2026

Instructions to Voters

To vote, completely fill in the oval(s) next to your choice(s) like this: 

To vote for a question, fill in the oval next to the word "Yes" for that question.
To vote against a question, fill in the oval next to the word "No" for that question.

School District Question
Revoking Existing Referendum Revenue Authorization;
Approving New Authorization

The board of Independent School District No. 2689 (Pipestone Area Schools), Minnesota has proposed to revoke the School District's existing referendum revenue authorization of $474.26 per pupil and to replace that authorization with a new authorization of $1,700 per pupil, subject to an annual increase at the rate of inflation. The proposed referendum revenue authorization would be first levied in 2026 for taxes payable in 2027 and applicable for ten (10) years unless otherwise revoked or reduced as provided by law.



YES
NO

Shall the revocation of the existing referendum authorization and the approval of the new authorization proposed by the board of Independent School District No. 2689 (Pipestone Area Schools), Minnesota be approved?

BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING FOR A PROPERTY TAX INCREASE

(Reverse side of ballot)

OFFICIAL BALLOT

November 3, 2026

_____
Judge

_____
Judge

(The ballot is to be initialed by two judges)

7. If the School District will be contracting to print the ballots for this special election, the Clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of $1,000 is awarded for printing ballots, the printer shall, upon request, furnish in accordance with Minnesota Statutes, Section 204D.04 a sufficient bond, letter of credit or certified check acceptable to the Clerk in an amount not less than $1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The Clerk shall set the amount of the bond, letter of credit or certified check in an amount equal to the value of the purchase.

8. The individuals designated as judges for the state general election shall act as election judges for this special election and shall conduct the special election at the various polling places in the manner prescribed by law.

9. The special election shall be held and the returns made and canvassed in the manner prescribed by law and the Board shall meet on a date between the third day, November 6, 2026, and the fourteenth day, November 17, 2026, after the special election for the purpose of canvassing the results thereof.

10. Pursuant to Minnesota Statutes, Sections 126C.17, Subdivision 9(e) and 205A.07, Subdivision 3a, the Clerk is hereby instructed to notify the Commissioner of Education of the results of the special election and to provide the certified vote totals for the ballot question in written form within fifteen (15) days after the results have been certified by the Board.

11. Pursuant to Minnesota Statutes, Section 211A.02, Subdivision 6, the Clerk is hereby instructed to make any campaign finance reports filed with the Clerk by campaign committees within seven (7) days after the special election available on the School District's web site as soon as possible, but no later than thirty (30) days after receipt of any such report. The Clerk is further instructed to provide the Campaign Finance and Public Disclosure Board with a link to the section of web site where such reports are made available. Such reports must remain available on the web site for four (4) years from the date first posted.

Upon vote being taken thereon, the following voted in favor thereof

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

FY 28 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection

5/20/2026

2689 <= Type in School District Number

PIPESTONE-JASPER

	Calculations for Ten Year Projection	Pay 26 LLC #	Change only if requiring levy adjustments FY 2026	Payable 2026 LLC Certification FY 2027	Current Estimate FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	FY 2036
1	Type your district number in cell A2 (Minneapolis = 1.2)													
2	Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b, 16s, 18, 18r, 20b, 21, 26, 27 and 50b													
3	Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33													
4	Look-up data from following tabs													
5	**Initial Formula Revenue**													
6	Current year APU	57		1,210.60	1,162.60	1,162.60	1,162.60	1,162.60	1,162.60	1,162.60	1,162.60	1,162.60	1,162.60	1,162.60
6a	Additional Pre-K Pupil Units (see line 16 of Pre-K application for details)				-	-	-	-	-	-	-	-	-	-
6b	Total Adjusted Pupil Units = (6) + (6a)				1,162.60	1,162.60	1,162.60	1,162.60	1,162.60	1,162.60	1,162.60	1,162.60	1,162.60	1,162.60
7	District average building age (uncapped)	401		18.87	18.87	19.87	20.87	21.87	22.87	23.87	24.87	25.87	26.87	27.87
8	Formula allowance			$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00
9	Building age ratio = (Lesser of 1 or (7) / 35)	402			0.53914	0.56771	0.59629	0.62486	0.65343	0.68200	0.71057	0.73914	0.76771	0.79629
10	Initial revenue = (6) * (8) * (9)	403		248,021	238,187	250,809	263,432	276,054	288,677	301,299	313,922	326,544	339,167	351,789
11	**Added Revenue for Eligible H&S Proj and/or Roofing > $100,000 / site**													
12	Debt Service for Existing Alt Facilities H&S Bonds (1B) - Gross before Debt Excess - Projects > $500,000 per site	701			-	-	-	-	-	-	-	-	-	-
13	Debt Excess related to Debt Service for Existing Alt Facilities H&S Bonds (1B)	755			-	-	-	-	-	-	-	-	-	-
14	Debt Service for Portion of Existing Alt Facilities Bonds from line (22) attributable to Eligible H&S Projects > $100,000 per site (1A)				-	-	-	-	-	-	-	-	-	-
15	Debt Excess related to Debt Service for Portion of Existing Alt Facilities Bonds attributable to Eligible H&S Projects > $100,000 per site (1A)				-	-	-	-	-	-	-	-	-	-
16a	Existing Net Debt Service for LTFM Bonds for Eligible New H&S Projects > $100,000 / site = (principal + interest)*1.05 - Portion of Bond Paid by Initial Revenue from "IAQFAA Bonds" tab				-	-	-	-	-	-	-	-	-	-
16b	New Debt Service for LTFM Bonds for Eligible New H&S Projects > $100,000 / site = (principal + interest)*1.05 - Portion of Bond Paid by Initial Revenue				-	-	-	-	-	-	-	-	-	-
16r	Existing Debt Service for LTFM Bonds for Eligible New Roofing Projects > $100,000 / site = (principal + interest)*1.05		beginning FY27		118,851	137,025	132,563	133,350	133,875	134,138	134,138	133,875	133,350	137,813
16s	New Debt Service for LTFM Bonds for Eligible New Roofing Projects > $100,000 / site = (principal + interest)*1.05				-	-	-	-	-	-	-	-	-	-
17	Net Debt Service for LTFM Bonds for Eligible New H&S Projects & Roofing Projects > $100,000 / site = (principal + interest)*1.05 - Portion of Bond Paid by Initial Revenue = (16a) + (16b) + (16r) + (16s)				118,851	137,025	132,563	133,350	133,875	134,138	134,138	133,875	133,350	137,813
18	Pay as you Go Revenue for Eligible New H&S Projects > $100,000 / site (corresponds to Category 2 on the expenditures spreadsheet)	405	-		-	-	-	-	-	-	-	-	-	-
18r	Pay as you Go Revenue for Eligible New Roofing Projects > $100,000 / site (corresponds to Category 6 on the expenditures spreadsheet)	406	beginning FY27		-	-	-	-	-	-	-	-	-	-
19	Total Additional Revenue for Eligible Projects >$100,000 / site (12) - (13) + (14) -(15) + (16a) + (16b) + (16r) + (16s) + (18) +(18r)	407		116,933	118,851	137,025	132,563	133,350	133,875	134,138	134,138	133,875	133,350	137,813
	Added Revenue for Pre-K Remodeling (for VPK approvals only)													
20a	Net Debt Service for Bonds Approved for Pre-K Remodeling	768			-	-	-	-	-	-	-	-	-	-
20b	Pay as you Go for Projects Approved for Pre-K Remodeling	408			-	-	-	-	-	-	-	-	-	-
20c	Total Pre-K Revenue				-	-	-	-	-	-	-	-	-	-
20d	**Total New Law Revenue (10) + (19) + (20c)**	409			357,038	387,834	395,994	409,404	422,552	435,437	448,059	460,419	472,517	489,602

FY 28 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection

5/20/2026

2689 <= Type in School District Number

PIPESTONE-JASPER

	Calculations for Ten Year Projection	Pay 26 LLC #	Change only if requiring levy adjustments FY 2026	Payable 2026 LLC Certification FY 2027	Current Estimate FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	FY 2036
	Old Formula Revenue													
21	Old Formula Health & Safety Revenue (should match amounts entered into the Health & Safety Data Submission System through FY 2028) (corresponds to Category 1 on the expenditures spreadsheet)	410		22,550	32,133	28,941	29,583	30,889	31,970	33,147	34,301	35,408	36,544	37,736
22	Old Formula Alt Facilities Debt Revenue (1A) - gross before Debt Excess	700			-	-	-	-	-	-	-	-	-	-
23	Debt Excess allocated to Alt Facilities Debt Service (1A) on line 22	754			-	-	-	-	-	-	-	-	-	-
24	Old Formula Alt Facilities Debt Revenue (1A) less Debt Excess	765			-	-	-	-	-	-	-	-	-	-
25	Old Formula Alt Facilities Net Debt Revenue (1B) = (12) - (13)	766			-	-	-	-	-	-	-	-	-	-
26	Old Formula Alt Facilities Pay as you Go Revenue (1A)	411			-	-	-	-	-	-	-	-	-	-
26b	Pay as you Go Revenue for Projects > $100,000 per site				-	-	-	-	-	-	-	-	-	-
27	Old Formula Alt Facilities Pay as you Go Revenue (1B) > $500,000 (should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2028)	412			-	-	-	-	-	-	-	-	-	-
27a	LTFM ">100K per site" Bonds				118,851	137,025	132,563	133,350	133,875	134,138	134,138	133,875	133,350	137,813
27b	LTFM "Other" Bonds for 1A Hold Harmless	414			-	-	-	-	-	-	-	-	-	-
28	Old Formula Deferred Maintenance Revenue = (if (22) + (26) = 0, (10) * ($64 / formula allowance))	417			40,116	42,242	44,367	46,493	48,619	50,745	52,871	54,997	57,123	59,249
29	Total Old Formula Revenue = (21)+(24)+(25)+(26)+(26b)+(27)+(27a)+(27b)+(28)	418		181,255	191,100	208,208	206,513	210,732	214,464	218,030	221,310	224,280	227,017	234,797
30	**Total LTFM Revenue for Individual District Projects = Greater of (20d) or [(29) + (20c)]**	**419**		364,954	357,038	387,834	395,994	409,404	422,552	435,437	448,059	460,419	472,517	489,602
31	District Requested Reduction from Maximum LTFM Revenue (to levy less than the maximum). Also enter this amount in the Levy Information System. Stated as Positive Number	420		-	-	-	-	-	-	-	-	-	-	-
32	**District LTFM Revenue (30) - (31)**	**421**		364,954	357,038	387,834	395,994	409,404	422,552	435,437	448,059	460,419	472,517	489,602
33	LTFM Revenue for District Share of Eligible Cooperative / Intermediate Projects (Unequalized)	422		-	-	-	-	-	-	-	-	-	-	-
34	**Grand Total LTFM Revenue (32) + (33)**	**423**		364,954	357,038	387,834	395,994	409,404	422,552	435,437	448,059	460,419	472,517	489,602
	Aid and Levy Shares of Total Revenue													
35	For ANTC & APU - Three Year Prior Date			2024	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
36	Three Year Prior Ag Modified ANTC	35		18,013,499	18,013,499	18,686,693	19,434,161	20,211,527	21,019,988	21,860,788	22,735,219	23,644,628	24,590,413	25,574,030
37	Three Year Prior Adjusted Pupil Units (APU)	54		1,235.28	1,235.28	1,236.49	1,202.16	1,199.60	1,196.48	1,196.48	1,196.48	1,196.48	1,196.48	1,196.48
38	ANTC / APU = (36) / (37)	425		14,582.52	14,582.57	15,112.67	16,165.98	16,848.54	17,568.17	18,270.90	19,001.74	19,761.81	20,552.28	21,374.37
39	State Average ANTC / APU with Ag Value Adjustment	426		13,658.30	13,658.30	14,248.69	14,899.31	15,697.71	16,326.00	16,979.00	17,658.00	18,364.00	19,099.00	19,863.00
40	Equalizing Factor = 125.5% of (39) or 127% of (39) starting FY 28 and later	427		17,141.17	17,141.17	18,095.84	18,922.12	19,936.09	20,734.02	21,563.33	22,425.66	23,322.28	24,255.73	25,226.01
41	Local (Levy) Share of Equalized Revenue (lesser of 1 or (38) / (40))	428		85.07%	85.07%	83.51%	85.43%	84.51%	84.73%	84.73%	84.73%	84.73%	84.73%	84.73%
42	State (Aid) Share of Equalized Revenue (1 - (41))	429		14.93%	14.93%	16.49%	14.57%	15.49%	15.27%	15.27%	15.27%	15.27%	15.27%	15.27%
43	Equalized Revenue (lesser of (34) or (6) * (8))	424		364,954	357,038	387,834	395,994	409,404	422,552	435,437	441,788	441,788	441,788	441,788
44	Initial LTFM State Aid (42) * (43)	430		54,475	53,294	63,936	57,679	63,405	64,519	66,485	67,452	67,445	67,454	67,455
45	Old Formula Grandfathered Alternative Facilities Aid	432		-	-	-	-	-	-	-	-	-	-	-
46	Total LTFM State Aid (greater of (44) or (45))	433		54,475	53,294	63,936	57,679	63,405	64,519	66,485	67,452	67,445	67,454	67,455
47	Total LTFM Levy (34) - (46) (including coop/intermediate)	436		310,479	303,744	323,898	338,315	345,999	358,033	368,952	380,608	392,974	405,063	422,147
48	**Debt Service Portion of Revenue (non-grandfather districts *)**													
49	Subtotal Debt Service Revenue from Above = (12) - (13) + (17) + (20a) + (24)	765+766+767+768+770			118,851	137,025	132,563	133,350	133,875	134,138	134,138	133,875	133,350	137,813
50	Existing LTFM Bonds excluding Bonds on line 17 (principal + interest)*1.05 from "FM Other Bonds" tab				-	-	-	-	-	-	-	-	-	-
50b	New LTFM Bonds excluding Bonds on line 17 (principal + interest)*1.05				-	-	-	-	-	-	-	-	-	-
51	Total Debt Service Revenue = (49) + (50) + (50b)	771			118,851	137,025	132,563	133,350	133,875	134,138	134,138	133,875	133,350	137,813
52	Equalized Debt Service Revenue (lesser of (43) or (51))	437			118,851	137,025	132,563	133,350	133,875	134,138	134,138	133,875	133,350	137,813
53	Debt Service Aid = (52) * (42)	438			17,740	22,589	19,309	20,652	20,441	20,481	20,480	20,438	20,360	21,042
54	Equalized Debt Service Levy = (52) - (53)	440			101,111	114,436	113,254	112,698	113,434	113,657	113,658	113,437	112,990	116,771
55	Unequalized Debt Service Revenue and Levy = (greater of zero or (51) - (52))	441			-	-	-	-	-	-	-	-	-	-

FY 28 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection

5/20/2026

2689 <= Type in School District Number

PIPESTONE-JASPER

	Calculations for Ten Year Projection	Pay 26 LLC #	Change only if requiring levy adjustments FY 2026	Payable 2026 LLC Certification FY 2027	Current Estimate FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	FY 2036
56	**General Fund Portion of Revenue (non-grandfather districts *)**													
57	Total General Fund Revenue = (34) - (51) (includes **Coop Levy**, if any in line 33)	442			238,187	250,809	263,432	276,054	288,677	301,299	313,922	326,544	339,167	351,789
58	General Fund Equalized Revenue = (43) - (52)	443			238,187	250,809	263,432	276,054	288,677	301,299	307,651	307,913	308,438	303,976
59	Total General Fund Aid = (46) - (53)	444			35,553	41,347	38,371	42,753	44,078	46,004	46,972	47,007	47,093	46,413
60	General Fund Equalized Levy = (58) * (41)	445			202,634	209,462	225,061	233,301	244,599	255,295	260,679	260,906	261,345	257,563
61	General Fund Unequalized Levy = (57) - (58)	446			-	-	-	-	-	-	6,271	18,631	30,729	47,814
62	Total General Fund Levy = (60) + (61)	447			202,634	209,462	225,061	233,301	244,599	255,295	266,950	279,537	292,074	305,377
48	**Debt Service Portion of Revenue (Grandfather Districts *)**													
	*** MPLS, Anoka, Bloomington, Robbinsdale, Rochester, St. Paul, Duluth**	765+766+ 767+768+ 770												
51	Total Debt Service Revenue = (49) + (50) + (50b)	771			118,851	137,025	132,563	133,350	133,875	134,138	134,138	133,875	133,350	137,813
52	Equalized Debt Service Revenue (lesser of (43) or (51))	437			118,851	137,025	132,563	133,350	133,875	134,138	134,138	133,875	133,350	137,813
53	Debt Service Aid = (52) * (42)	439			53,294	63,936	57,679	63,405	64,519	66,485	67,452	67,445	67,454	67,455
54	Equalized Debt Service Levy = (52) - (53)	440			65,557	73,089	74,883	69,945	69,356	67,652	66,686	66,430	65,896	70,358
55	Unequalized Debt Service Revenue and Levy = (Greater of zero or (51) - (50))	441			-	-	-	-	-	-	-	-	-	-
56	**General Fund Portion of Revenue (Grandfather Districts *)**													
57	Total General Fund Revenue = (34) - (51) (includes coop levy, if any in line 33)	442			238,187	250,809	263,432	276,054	288,677	301,299	313,922	326,544	339,167	351,789
58	General Fund Equalized Revenue = (43) - (52)	443			238,187	250,809	263,432	276,054	288,677	301,299	307,651	307,913	308,438	303,976
59	Total General Fund Aid = (46) - (53)	444			-	-	-	-	-	-	-	-	-	-
60	General Fund Equalized Levy = (58) * (41)	445			238,187	250,809	263,432	276,054	288,677	301,299	307,651	307,913	308,438	303,976
61	General Fund Unequalized Levy = (57) - (58)	446			-	-	-	-	-	-	6,271	18,631	30,729	47,814
62	Total General Fund Levy = (60) + (61)	447			238,187	250,809	263,432	276,054	288,677	301,299	313,922	326,544	339,167	351,789

Notes:

1. Underlevy on general fund equalized levy results in proportionate reduction in associated aid.
2. Total Debt Service revenue on line 49 must not exceed total LTFM revenue for individual district projects (line 30) for any of the 10 years in the plan.
3. For 1A districts with old Alt Facilities bonding, the amount on line 22 will reduce initial revenue on line 10, less the H & S portion entered on line 14.

End of Worksheet

DEPARTMENT OF EDUCATION

Division of School Finance
400 NE Stinson Blvd
Minneapolis, MN 55413

Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - *Fund 01 and Fund 06 Projects Only*

ED - 02478-12

Instructions: Enter estimated, allowable LTFM expenditures *(Fund 01 and/or Fund 06 only)* under Minnesota Statutes 2025, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.	(REQUIRED) Enter Information	District Info.	(REQUIRED) Enter Information
District Name:	PIPESTONE AREA SCHOOLS	Date:	7/28/2026
District Number:	2689	Email:	jacque.kennedy@pas.k12.mn.us
District Contact Name:	JACQUE KENNEDY		
Contact Phone #	507-562-6072		

Expenditure Categories		Fiscal Year (FY) Ending June 30										
		2026 (base year)	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Health and Safety - this section excludes project costs in Category 2 of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.												
Finance Code	**Category (1)**											
347	Physical Hazards	$1,276	$6,000	$1,400	$1,600	$1,800	$2,000	$2,200	$2,400	$2,600	$2,800	$3,000
349	Other Hazardous Materials	$0	$500	$500	$510	$520	$600	$750	$900	$975	$1,050	$1,150
352	Environmental Health and Safety Management	$12,975	$14,462	$15,041	$15,373	$16,269	$16,920	$17,597	$18,301	$19,033	$19,794	$20,586
358	Asbestos Removal and Encapsulation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$5,375	$11,171	$12,000	$12,100	$12,300	$12,450	$12,600	$12,700	$12,800	$12,900	$13,000
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects - Category (1)	$19,627	$32,133	$28,941	$29,583	$30,889	$31,970	$33,147	$34,301	$35,408	$36,544	$37,736
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year - Additional Revenue												
Finance Code	**Category (2)**											
358	Asbestos Removal and Encapsulation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects $100,000 or More - Category (2)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151												
Finance Code	**Category 3 (a)**											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Approved Voluntary Pre-K Projects - Category 3(a)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Gender-Neutral Single-User Restrooms												
Finance/Course Codes	***Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025 and Beyond***											
Finance Code 384 and Course Code 684 MUST USE BOTH	Remodeling for gender-neutral single user restroom per site.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Gender-Neutral Single User Projects - Category 3(b)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Accessibility												
Finance Code	**Category (4)**											
367	Accessibility	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Accessibility Projects - Category (4)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Deferred Capital Expenditures and Maintenance Projects												
Finance Code	**Category (5)**											
368	Building Envelope	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
369	Building Hardware and Equipment	$73,314	$0	$0	$0	$0	$0	$78,000	$0	$0	$65,000	$45,000
370	Electrical	$0	$0	$0	$0	$0	$0	$10,000	$7,000	$135,000	$0	$0
379	Interior Surfaces	$16,110	$85,000	$120,000	$125,000	$65,000	$0	$65,000	$0	$0	$0	$0
380	Mechanical Systems	$50,661	$60,000	$50,000	$75,000	$100,000	$125,000	$0	$0	$0	$0	$250,000
381	Plumbing	$0	$0	$0	$18,450	$0	$60,000	$30,000	$0	$0	$100,000	$20,000
382	Professional Services and Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
383	Roof Systems (normally below $100,000 unless the school chooses not to receive additional revenue for $100K or more roofing project/site/year - pending 2025 Legislation)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$25,000	$25,000
384	Site Projects	$13,199	$81,000	$120,000	$30,000	$94,450	$69,725	$20,605	$357,690	$167,325	$75,000	$0
	Total Deferred Capital Expenditures and Maintenance Projects - Category (5)	$153,284	$226,000	$290,000	$248,450	$259,450	$254,725	$203,605	$364,690	$302,325	$265,000	$340,000
Deferred Capital Expenditures for Roofing Projects - Additional Revenue for $100,000 or more project/site/year			**EFFECTIVE FY 2027**									
Finance Code	**Category (6)**											
383	Roofing Systems - Additional Revenue			$0	$0	$0	$0	$0	$0	$0	$0	$0
		$0	$1,033,203	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Annual 10-Year Plan Expenditures	$172,910	$1,291,336	$318,941	$278,033	$290,339	$286,695	$236,752	$398,991	$337,733	$301,544	$377,736
	Fund Balance Section											

	Fund 01	FY 26 and 27 Revenue Projection Model Revenue		FY 28 Revenue Projection Ten-Year Spreadsheet								
	Beginning Fund Balance 01-467-XX	$44,268	$155,685	$135,739	$67,607	$53,006	$38,721	$40,703	$105,250	$20,181	$8,992	$46,615
	LTFM Fiscal Year Revenue - Levy	$245,145	$202,634	$209,462	$225,061	$233,301	$244,599	$255,295	$266,950	$279,537	$292,074	$305,377
	LTFM Fiscal Year Revenue - AID if Applicable	$39,182	$35,553	$41,347	$38,371	$42,753	$44,078	$46,004	$46,972	$47,007	$47,093	$46,413
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
LEVY Page 10, Line 422	*LTFM Deduction for applicable Cooperative/Intermediate Member District Levy*	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT if applicable - Special Legislation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$172,910	$258,133	$318,941	$278,033	$290,339	$286,695	$236,752	$398,991	$337,733	$301,544	$377,736
	Ending Fiscal Year Fund Balance 01-467-XX	$155,685	$135,739	$67,607	$53,006	$38,721	$40,703	$105,250	$20,181	$8,992	$46,615	$20,669
	Fund 06											
	Beginning Fund Balance 06-467-XX	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Bonded Revenue	$0	$1,033,203	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Other Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$0	$1,033,203	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Ending Fiscal Year Fund Balance 06-467-XX	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
End of worksheet												

SCHOOL BOARD RESOLUTION
INDEPENDENT SCHOOL DISTRICT NO. 2689
ADOPTING THE SCHOOL DISTRICT'S FISCAL YEAR (FY) 28
LONG-TERM FACILITIES MAINTENANCE TEN-YEAR PLAN

WHEREAS, to qualify for Long-Term Facilities Maintenance revenue, Minnesota Statutes 2023, section 123B.595, subd. 4 states a school district or intermediate district must annually adopt and approve a ten-year LTFM facilities plan by July 31 for commissioner approval.

WHEREAS, the school district has developed a ten-year Long-Term Facilities Maintenance plan consistent with this law.

School Board _____moved for the resolution adoption and the motion was duly seconded by School Board Member _____and, upon vote being thereon, the following voted in favor of the motion:

And the following voted against:

THEREFORE, BE IT RESOLVED THAT, the School Board of Independent School District No. 2689 approves and adopts the attached ten-year Long-Term Facilities Maintenance plan for FY 28 on this 27th day of July, 2027.

_____
Daphne Likness, School Board Clerk

PIPESTONE AREA SCHOOLS
HOME OF THE ARROWS

Pipestone Area Schools Strategic Design

Building the Conditions for a Learner-Centered System

Core Values

Learner Growth
We believe every learner can grow, achieve, and succeed when provided meaningful opportunities, personalized support, and high expectations.

Relationships & Belonging
We believe strong relationships and a sense of belonging are essential to learning, and that every person deserves to feel valued, respected, and supported.

Purpose & Readiness
We believe learning should be meaningful, relevant, and connected to life beyond graduation, preparing learners to thrive in college, career, and community pursuits.

Communication & Trust
We believe open communication, transparency, and accountability build trust and strengthen partnerships within our schools and across our community.

Community Partnership
We believe the success of every learner is strengthened when schools, families, businesses, and community members work together toward a shared purpose.

Mission Statement

The Pipestone Area School District cultivates curiosity to develop compassionate citizens and confident problem solvers who are prepared for future success.

Vision Statement

Empowering every learner to grow, contribute, and succeed in an ever-changing world.

Strategic Intent

Pipestone Area Schools is committed to creating the clarity, culture, and coherence necessary to be a learner-centered system that improves engagement, relevance, belonging, and readiness for life beyond graduation.

This strategic design focuses on establishing the preconditions for success by prioritizing:

- **Clear and effective communication**
- **A positive, inclusive, and engaging culture**
- **Meaningful implementation of the Portrait of a Graduate**

This work is aligned with Minnesota's Comprehensive Achievement and Civic Readiness expectations, ensuring that the district:

- **Improves student achievement and growth**
- **Closes opportunity and achievement gaps**
- **Prepares all learners for college, career, and life**
- **Builds lifelong learners and engaged citizens**

How Strategic Priorities Were Identified

Strategic priorities were identified by comparing feedback and data from multiple stakeholder groups and sources. Rather than relying on a single perspective, themes were validated when similar ideas consistently emerged across students, families, staff, school board members, community stakeholders, district data, and state requirements. This process ensured that the priorities selected for the strategic design reflect the areas of greatest need, opportunity, and impact.

Information was gathered through multiple sources, including:

- **Individual and small-group interviews**
- **Focus groups with students, families, staff, school board members, and community stakeholders**

- **Review of district documents, plans, and existing initiatives**
- **Analysis of district performance data and organizational practices**
- **Review of Minnesota Comprehensive Achievement and Civic Readiness (CACR) requirements**

Rather than relying on a single source of information, themes were identified through a process of correlation and triangulation. Feedback and data were compared across stakeholder groups to identify patterns that consistently emerged regardless of role, perspective, or affiliation with the district.

Questions guiding the analysis included:

- **What themes appear consistently across stakeholder groups?**
- **Where do perceptions align or differ?**
- **What strengths should be preserved and expanded?**
- **What barriers are limiting student engagement, growth, and success?**
- **What conditions must exist for learners and staff to thrive?**
- **How do local priorities align with state requirements and future readiness expectations?**

Through this process, several clear findings emerged. Students, families, staff, community members, and school board members consistently expressed a desire for:

- **A system that is learner-centered, focused on personal growth, and future-ready**
- **Clear direction and consistent communication**
- **A culture that is inclusive, engaging, and builds pride**
- **Greater opportunities for student voice, choice, and ownership**
- **Meaningful connections between learning and life beyond graduation**
- **A simple, actionable, and measurable plan that builds shared ownership**

The priorities contained within this Strategic Design represent the areas where stakeholder feedback, district needs, student aspirations, community expectations, and state requirements are most strongly aligned. As a result, the goals and actions identified in this plan are intended to address root causes, create coherence across the system, and establish the conditions necessary for long-term success.

This process will continue throughout implementation. Feedback, data, and stakeholder input will remain central to decision-making as the district monitors progress, evaluates impact, and adjusts its work over time through a continuous improvement cycle

This design reflects stakeholder feedback calling for:

- **A system that is learner-centered, focused on personal growth, and future focused.**
- **Clear direction and consistent communication**
- **A culture that is inclusive, engaging, and builds pride**
- **A simple, actionable, and measurable plan that builds shared ownership**

CACR Alignment Statement

Pipestone Area Schools aligns this strategic design to the Minnesota Comprehensive Achievement and Civic Readiness (CACR) requirements. The district will use this plan as its multi-year roadmap to improve student outcomes, close achievement gaps, and ensure all learners are prepared for college, career, and civic life.

CACR Goals and Alignment

CACR Goal 1: All children are ready for school

Alignment in Strategic Plan:

- **Focus Area 2: Positive Culture**
- **Focus Area 3: Portrait of a Graduate (early awareness and learner development)**

Metric	Baseline (Determine 2025 Data)	3-Year Target	5-Year Target
Students meeting early literacy benchmark by Grade 3	TBD	+7% increase	+12% increase
Attendance rate K-3	TBD	95%+	Sustain 95%+

CACR Goal 2: Achievement gaps are closed

Alignment in Strategic Plan:

- **Focus Area 1: Communication (equitable access and clarity)**
- **Focus Area 2: Positive Culture (belonging, engagement, consistency)**

Metric	Baseline	3-Year Target	5-Year Target
Reduce MCA reading proficiency gap between student groups	TBD	Reduce by 5%	Reduce by 10%
Reduce MCA math proficiency gap between student groups	TBD	Reduce by 5%	Reduce by 10%
Student belonging/engagement survey results	TBD	+10% positive responses	+15% positive responses

CACR Goal 3: All students are ready for career and college

Alignment in Strategic Plan:

- **Focus Area 3: Portrait of a Graduate**
- **Real-world learning (internships, job shadowing)**

Metric	Baseline	3-Year Target	5-Year Target
Students participating in career exploration/job shadowing	TBD	50% of students	75% of students
Students completing a Personalized Postsecondary Plan	TBD	100% Grades 9-12	Sustain 100%

CACR Goal 4: All students graduate from high school

Alignment in Strategic Plan:

- **Focus Area 2: Culture (engagement + belonging)**
- **Focus Area 3: Portrait (relevance and purpose)**

Metric	Baseline	3-Year Target	5-Year Target
Student attendance rates	**TBD**	**95%+**	**Sustain 95%+**
Credit completion/on-track indicators	**TBD**	**90% on track**	**95% on track**
Student engagement survey results	**TBD**	**+10% positive responses**	**+15% positive responses**

CACR Goal 5: All students are lifelong learners

Alignment in Strategic Plan:

- **Focus Area 3: Portrait of a Graduate**
- **Student agency, voice, and ownership**

Metric	Baseline	3-Year Target	5-Year Target
Students participating in goal setting/reflection activities	TBD	75% implementation	100% implementation
Student perception of relevance and belonging (student engagement survey)	TBD	+10% positive responses	+15% positive responses
Portrait of a Graduate implementation indicators	TBD	Implement in all schools	Embedded districtwide

Progress Monitoring and Reporting

Pipestone Area Schools will:

- **Submit an annual CACR summary report to the Minnesota Department of Education**
- **Hold an annual public meeting to share progress and gather feedback**
- **Regularly survey students, families, and community members**
- **Use multiple data sources including:**
    - **State assessments**
    - **Local assessments**
    - **Graduation data**
    - **Postsecondary outcomes**
    - **Engagement and culture surveys**

Governance and Advisory Committee

The Pipestone Area Schools Board will:

- **Establish an advisory committee representative of the community**
- **Ensure stakeholder voice is included in planning and evaluation**
- **Review progress toward CACR goals annually**
- **Use data and recommendations to guide decision-making**

Ensuring Student Success: Alignment to State CACR Goals

This table illustrates how Pipestone Area Schools' Strategic Design aligns to the Minnesota Comprehensive Achievement and Civic Readiness (CACR) goals. While the strategic design focuses on a small number of high-impact priorities, this alignment ensures the district is meeting state requirements while improving outcomes for all learners. The measures identified below will be used to monitor progress, guide decision-making, and inform annual reporting to the Minnesota Department of Education.

CACR Goal	Strategic Alignment	Key Measures
All children are ready for school	Positive Culture & Early Learning	Early literacy (students reading at grade level by Grade 3); Attendance in grades K–3 (students regularly attending school and engaged in learning)
Achievement gaps are closed	Positive Culture & Communication	Reading and math achievement gaps on Minnesota Comprehensive Assessments (MCA); Student belonging and engagement survey results
All students are ready for career and college	Portrait of a Graduate	Participation in career exploration and job shadowing experiences; Completion of a Personalized Postsecondary Plan
All students graduate from high school	Culture & Engagement	Student attendance rates; Credit completion and on-track indicators; Student engagement survey results
All students are lifelong learners	Portrait of a Graduate & Student Agency	Participation in goal-setting and reflection activities; Student perception of relevance, belonging, and engagement; Portrait of a Graduate implementation indicators

Design Principles

The strategic design will:

- **Be simple, clear, and easy to understand**
- **Focus on a small number of high-impact priorities**
- **Be immediately actionable while remaining sustainable over time**
- **Establish shared responsibility across all stakeholders**
- **Include clear measures of success and ongoing progress monitoring**
- **Prioritize authentic engagement and continuous feedback loops**

These priorities directly reflect stakeholder input and are intended to create clarity, alignment, and measurable progress across the system.

Guiding Reality

Stakeholder feedback revealed a clear pattern:

- **Strong relationships and commitment to learners already exist**
- **Pride in programs, activities, and community support is evident however, the system lacks clarity, coherence, and consistency**
- **Too many initiatives and unclear communication create confusion and fatigue**
- **Engagement and student experience are inconsistent across classrooms and schools**
- **Students desire:**
    - **More voice, choice, and ownership (agency)**
    - **More relevant, real-world learning experiences**
- **Staff need:**
    - **Greater clarity, alignment, and support**
    - **Systems that reduce overload and increase impact**

Focus Area 1: Communication

Goal

Establish a clear, consistent, and transparent communication system that builds trust, alignment, engagement, and shared ownership across the district.

Rationale

Communication is currently inconsistent, leading to confusion, missed information, and reduced engagement. A strong system must define not just that communication happens, but how it happens effectively.

Strategic Actions

- **Define a district-wide communication system that answers:**
  - **What is communicated**
  - **When it is communicated**
  - **How it is communicated**
  - **Who communicates**
  - **To whom it is communicated**
- **Establish consistent communication expectations across classrooms, schools, and district**
- **Build two-way communication systems that elevate stakeholder voice**
- **Ensure accessibility across multiple platforms (not one single channel)**
- **Establish systems to regularly evaluate communication effectiveness**

Key Deliverables

- **District Communication Framework**
  - **Clearly defines structures, roles, and expectations**
- **Communication Protocols**
  - **Consistent expectations across system levels**
- **Stakeholder Feedback System**
  - **Surveys, listening loops, and response structures**
- **Communication Dashboard**
  - **Public-facing updates and progress monitoring**
- **Annual Communication Effectiveness Review**

Success Indicators

- **Stakeholders know where and how to access information**
- **Increased engagement across staff, students, and families**
- **Improved clarity on priorities and expectations**
- **Evidence that feedback is collected, analyzed, and acted upon**

Check and Adjust

- **Quarterly review of communication effectiveness**
- **Annual stakeholder feedback report**
- **Continuous refinement based on data and input**

Focus Area 2: Positive Culture (Classroom, School, District)

Goal

Create a safe, inclusive, and engaging culture where all learners feel valued, supported, and connected.

Rationale

While strong relationships and positive programs exist, feedback indicates inconsistency in student experience, including concerns related to engagement, belonging, and cultural divides. A clearly defined and consistently implemented culture is essential to ensuring every learner feels safe and supported.

Strategic Actions

- **Define a shared vision for culture across classrooms, schools, and district**
- **Establish a clear and actionable Code of Collaboration for all stakeholders**
- **Strengthen systems that support belonging, engagement, and relationships**
- **Strengthen the cultural liaison role to better support multilingual learners and families**
- **Address behavior and culture proactively while being thoughtful in language and approach**

Key Deliverables

- **District Code of Collaboration**
  - **Defines expectations for staff, learners, and community**
  - **Includes how it is taught, modeled, and monitored**
- **Classroom Culture Expectations**
  - **What every learner should experience daily**
- **Student Voice System**
  - **Regular, structured opportunities for feedback**
- **Cultural Liaison Strategy**
  - **Strengthened role and clear impact measures**
- **Aligned Behavior and Support System**
  - **Consistent expectations across all buildings**

Success Indicators

- **Increased student engagement (attendance, participation, feedback)**
- **Consistent learner experience across classrooms and schools**
- **Improved sense of belonging across student groups**
- **Reduction in behavior inconsistencies across the system**

Check and Adjust

- **Ongoing monitoring of engagement data (attendance, surveys, behavior trends)**
- **Quarterly culture review cycles**
- **Annual culture and engagement report**

Focus Area 3: Portrait of a Graduate

Goal

Implement the Portrait of a Graduate as the central driver of learning, teaching, and decision-making across the district.

Phase 1: Build Awareness and Shared Understanding

Rationale

The Portrait of a Graduate is newly developed and has not yet been fully rolled out.

Stakeholder feedback reflects the need for awareness and clarity.

Strategic Actions

- **Build awareness across all stakeholder groups**
- **Develop learner-friendly language at each level (K-12)**
- **Align rubrics and deliverables to each competency**
- **Communicate clearly and consistently across the system**

Key Deliverables

- **Learner-friendly Portrait of a Graduate (by level)**
- **Rubrics aligned to each competency (June rollout)**
- **District-wide awareness and communication plan**

Phase 2: Deploy as the Way We Do Business

Rationale

Students are asking for more relevant and meaningful learning. The Portrait must move from awareness to daily practice.

Strategic Actions

- **Integrate the Portrait into:**
  - **Instruction**
  - **Assessment**
  - **Classroom practices**
  - **School improvement plans**
- **Implement monthly focus areas (e.g., Collaborator, Communicator)**
- **Expand real-world learning opportunities:**
  - **Job shadowing**
  - **Internships**
  - **Community partnerships**

Key Deliverables

- **Monthly Portrait of a Graduate implementation plan**
- **Classroom integration examples and expectations**
- **Career and life readiness framework**

Phase 3: Check and Adjust

Rationale

Sustained success requires continuous improvement through feedback and evidence.

Strategic Actions

- **Establish regular review cycles**
- **Monitor leading and lagging indicators**
- **Use feedback to refine implementation**

Key Deliverables

- **Portrait of a Graduate progress monitoring system**
- **Quarterly review cycles**
- **Annual progress report**

Success Indicators

- **Staff can clearly articulate and apply the Portrait**
- **Learners demonstrate competencies in real contexts**
- **Increased student agency, voice, and ownership**
- **The Portrait is visible in classrooms and daily practice**

Check and Adjust (Across All Focus Areas)

Continuous improvement is how the district will operate:

- **Quarterly review cycles at district and building levels**
- **Annual public reporting aligned to MN requirements**
- **Stakeholder feedback integrated into decision-making**
- **Adjustments made based on evidence, not assumption**

Implementation Approach

Year 1: Build the Preconditions

- **Establish communication systems and expectations**
- **Define and align culture across the district**
- **In collaboration with learners, develop rubrics and deliverables for the Portrait of a Graduate**

Years 2–3: Implement and Deepen

- **Integrate the Portrait into classrooms and learning experiences**
- **Strengthen culture and belonging systems**
- **Expand real-world learning opportunities**

Years 4–5: Sustain and Refine

- **Monitor progress and adjust as needed**
- **Strengthen systems for long-term sustainability**
- **Scale successful practices across the district**

Conclusion

Pipestone Area Schools has strong staff, a supportive community, and a clear desire to improve outcomes for learners.

This strategic design focuses on what matters most:

- **Clear and consistent communication**
- **A positive and inclusive culture**
- **A shared vision that drives daily practice**

By focusing on these priorities, Pipestone Area Schools will create the conditions necessary to successfully transition to a learner-centered system and ensure all students are prepared for their future