



**SAINT PETER SCHOOL BOARD**  
**Regular Board Meeting**  
**Thursday, February 23, 2023**  
**SPCC-Governor's Room, 600 S. 5th St., Saint Peter,**  
**MN 56082**  
**6:30 PM**

<b>I. Call Meeting to Order</b>	
<b>II. Pledge of Allegiance</b>	
<b>III. Consideration and Adoption of the Agenda</b>	
<b>IV. Consider Requests to Speak on the Agenda</b>	
<b>V. Approval of Consent Agenda Items</b>	<b>3</b>
<b>VI. Student Spotlight-Azrii Alas, North Elementary</b>	
1. Student Council Report	
<b>VII. Action Items</b>	
1. Budget Process Continuation to Identify Adjustments for a Balanced FY 24 Budget	33
2. Consider Policies with MSBA Revisions or Annual Review Requirements for Approval with a Single Reading	48
<b>VIII. Information Items</b>	
1. Social Emotional Learning Curriculum Pilot	123
2. First Reading of Revision to the Policy Manual	130
<b>IX. Reports</b>	
1. Building Principals	
2. Superintendent of Schools	
3. Board Members	
a. Around the Table	
<b>X. Upcoming Meetings of the School Board</b> Education Committee	
Tuesday, March 7, 2023	
1:00 PM	
DO	
<b>XI. Business Committee Meeting</b>	
Wednesday, March 8, 2023	
4:00 PM	
DO	
<b>XII. Study Session</b>	
Monday, March 13, 2023	
6:30 PM	
SPMS-Media Center	
<b>XIII. Regular Board Meeting</b>	
Monday, March 20, 2023	

6:30 PM  
SPCC-Governor's Room  
XIV. **Adjournment**



## **ADDENDUM**

### **REGULAR BOARD MEETING February 23, 2023 SPCC-Governor's Room 6:30PM**

---

#### **VI. CONSENT AGENDA**

1. Approval of the Regular Board Meeting minutes of January 19, 2023.
2. Approval of the Study Session minutes of February 6, 2023.
3. Approval of Bills (\$1,872,375.62) and Wire Transfers (\$5,644,247.26) for January 2023.
4. Gifts and Donations
  - a. The approval of a grant for \$11,580 from the St. Peter Good Neighbor Diversity Council. Funds from this grant will provide Chromebooks and hotspots for adult learners, bilingual picture dictionaries and remove transportation barriers for those who want to attend classes at the Community Center.
  - b. The approval of a donation from Ben and Amy Leonard for \$5,207.44. The intention of this donation is to help purchase additional equipment for the high school performing arts center.
5. Personnel
  - a. The approval of a Saints Overtime Assistant (Makaila Weingart) with Saint Peter Community & Family Education. This is a replacement position.
  - b. The acceptance of the resignation of a paraprofessional (Brad Boyer) at Oshawa learning Academy effective January 26, 2023.
  - c. The acceptance of the resignation of a paraprofessional (Jennifer Humphrey) at Saint Peter Early Childhood effective January 26, 2023.
  - d. The approval of the hiring of a Saints Overtime Assistant (Amanda Hukee) with Saint Peter Community & Family Education. This is a replacement position.

e. The approval of the hiring of a long-term substitute (Sarah Chambers) to cover a maternity leave at South Elementary from January 10, 2023 until March 30, 2023.

f. The approval of the hiring of a paraprofessional (Wallace Michels) at Saint Peter Middle School beginning February 2, 2023.

g. The approval of the hiring of a part-time housekeeper (Isaiah Chambers) at Saint Peter High School beginning February 1, 2023.

h. The approval of the hiring of a School Readiness Paraprofessional (Bridgette Haugdahl) at Saint Peter Early Childhood beginning February 13, 2023.

i. The creation of a new position of Food Service Assistant who will report to the Food Service Director.

j. The creation of a new position of Native American Student Support Liaison who will report to the Coordinator of the Office of Education.

k. The reassignment of an Unassigned Inside Maintenance Worker (Nathan Hughes) to Head Custodian at South Elementary effective February 16, 2023.

l. The approval of the hiring of substitute teachers and paraprofessionals for District 508.



## ADDENDUM

### REGULAR BOARD MEETING February 23, 2023 SPCC-Governor's Room 6:30PM

---

#### VI. CONSENT AGENDA

1. Approval of the Regular Board Meeting minutes of January 19, 2023.
2. Approval of the Study Session minutes of February 6, 2023.
3. Approval of Bills (\$1,872,375.62) and Wire Transfers (\$5,644,247.26) for January 2023. 5
4. Gifts and Donations
  - a. The approval of a grant for \$11,580 from the St. Peter Good Neighbor Diversity Council. Funds from this grant will provide Chromebooks and hotspots for adult learners, bilingual picture dictionaries and remove transportation barriers for those who want to attend classes at the Community Center.
  - b. The approval of a donation from Ben and Amy Leonard for \$5,207.44. The intention of this donation is to help purchase additional equipment for the high school performing arts center.
5. Personnel
  - a. The approval of a Saints Overtime Assistant (Makaila Weingart) with Saint Peter Community & Family Education. This is a replacement position.
  - b. The acceptance of the resignation of a paraprofessional (Brad Boyer) at Oshawa learning Academy effective January 26, 2023.
  - c. The acceptance of the resignation of a paraprofessional (Jennifer Humphrey) at Saint Peter Early Childhood effective January 26, 2023.
  - d. The approval of the hiring of a Saints Overtime Assistant (Amanda Hukee) with Saint Peter Community & Family Education. This is a replacement position.

e. The approval of the hiring of a long-term substitute (Sarah Chambers) to cover a maternity leave at South Elementary from January 10, 2023 until March 30, 2023.

f. The approval of the hiring of a paraprofessional (Wallace Michels) at Saint Peter Middle School beginning February 2, 2023.

g. The approval of the hiring of a part-time housekeeper (Isaiah Chambers) at Saint Peter High School beginning February 1, 2023.

h. The approval of the hiring of a School Readiness Paraprofessional (Bridgette Haugdahl) at Saint Peter Early Childhood beginning February 13, 2023.

i. The creation of a new position of Food Service Assistant who will report to the Food Service Director.

6

j. The creation of a new position of Native American Student Support Liaison who will report to the Coordinator of the Office of Education.

k. The reassignment of an Unassigned Inside Maintenance Worker (Nathan Hughes) to Head Custodian at South Elementary effective February 16, 2023.

**THE MINUTES OF THE MEETING HAVE NOT BEEN APPROVED**  
**Minutes of Regular Board Meeting**

**The School Board**  
**Saint Peter Public Schools**

---

Members Present: Drew Dixon, Ben Leonard, Kate Martens, Charlie Potts & Bill Kautt.  
Members Absent: Tracy Stuewe & Tim Lokensgard  
Principals: Annette Engeldinger, Jon Graff, Doreen Oelke, Ytive Prafke & Jana Sykora  
Administrative Team members: Sharon Petersen & Tim Regner  
Others present: Superintendent Bill Gronseth, Administrative Assistant Sarah Janovsky and members of the public

A Regular Board Meeting of the School Board of Saint Peter Public Schools was held Thursday, January 19, 2023, beginning at 6:30 PM in the SPCC-Governor's Room.

5

**I. Call Meeting to Order-6:30PM, Potts**

**II. Pledge of Allegiance**

**III. Consideration and Adoption of the Agenda-(Dixon/Leonard, unanimous)**

**IV. Consider Requests to Speak on the Agenda**

**V. Oath of Office for Re-Elected Member of the School Board-Member Kautt**  
was sworn in by Director Potts

**VI. Approval of Consent Agenda Items-(Leonard/Martens, unanimous)**

1. Approval of the Regular Board Meeting minutes of December 19, 2022.
2. Approval of the Organizational Meeting minutes of January 9, 2023.
3. Approval of Special Board Meeting minutes of January 9, 2023.
4. Approval of Bills (\$2,109,036.79) and Wire Transfers (\$3,590,201.12) for December 2022.
5. Personnel
  - a. The approval of the hiring of a paraprofessional (Brad Boyer) at Oshawa Learning Center beginning January 3, 2023. This is a replacement position.
  - b. The approval of the hiring of a program paraprofessional (Olivia Oeltjen) at North Elementary beginning January 9, 2023. This is a replacement position.
  - c. The acceptance of the resignation of a housekeeper (Nick Negron) at Saint Peter High School effective December 21, 2022.

- d. The approval of the hiring of a traffic support and special education paraprofessional (Adrienne Brock) at South Elementary beginning January 3, 2023. This is a replacement position.
- e. The acceptance of the resignation of a special education paraprofessional (Naomi Harris) at South Elementary effective December 21, 2022.
- f. The approval of the hiring of an IT Support Specialist (Kelson Lund) for the remainder of 2022-23 school year.
- g. The approval of the hiring of a cook/dishwasher (Matthew Becker) at Saint Peter High School the effective January 12, 2023.
- h. The approval of the hiring of a Saints Overtime Assistant (Kendra Stanton) with Saint Peter Community and Family Education. This is a replacement position.
- i. The approval of a Family Medical Leave for the Early Childhood and Targeted Services Program Assistant (Gina Evenson) at Saint Peter Early Childhood. Her leave will begin on January 9, 2023 and has an undetermined end date.
- j. The approval of a Family Medical Leave for a paraprofessional (Deb Schultz) at Saint Peter Early Childhood. She will be on leave January 4, 2023-February 23, 2023.
- k. The approval of a Saint Peter High School Diploma for a student (Kira Wilking) who has met the established requirements.

**VII. Student Spotlight-**Ridwan is a senior at Rock Bend. Ridwan has worked hard to make up credit and graduate with his class. His favorite class is math and he would encourage students to show up and ask questions of their teachers. He plans to get into the IT field upon graduation.

**VIII. Action Items**

- 1. Consider Approval of 2023-2024 Budget Timeline-(Dixon/Kautt, unanimous)
- 2. Consider Approval of High School Course/Program Changes for 2023-2024-(Martens/Leonard, unanimous)
- 3. Consider Approval of Second Reading of Revisions to the Policy Manual-(Leonard/Martens, unanimous)

**IX. Information Items**

- 1. Enrollment Options: Yearly Comparison Report
- 2. Appointments to Standing School Board Committees
  - A. Education Committee
  - B. Business Committee
  - C. Human Resources Committee
  - D. Shared Programs Committee
  - E. Policy Committee
- Other Committees/Agency Boards
  - F. Community Education Advisory Committee
  - G. Legislative Committee

- H. Meet and Confer Committee
- I. Minnesota State High School League Advisory Committee
- J. Minnesota Valley Education District (MVED Board)
- K. Nicollet County Collaborative
- L. Saint Peter Education Foundation
- M. South Central Educational Service Cooperative
- N. World's Best Workforce Advisory Committee
- O. Education Equity Advisory Council
- P. Saint Peter High School Hall of Fame Selection Committee
- Q. ALC Governing Board

## X. Reports

### 1. Building Principals

#### Early Childhood-

ECFE is starting a new session

Feb 16. Early Childhood Open hours

EC Screening February 2<sup>nd</sup>

Completed Free and Reduced applications has helped out greatly

#### South-

Celebrated Winter Solstice

FAST assessments have begun again

Parent Council is back up and running

MSU is coming next Thursday-Not All Heros Wear Capes

February 9<sup>th</sup> will be the rescheduled Winter Concert

March 9<sup>th</sup> Registration Night

#### Middle School-

4 new student teachers have started this semester

7<sup>th</sup> Grade Social Studies have begun History Day projects- Frontiers in History themes

MN Student Survey Results are now out and available on MDEs website-SPMS

outshined the state average in ALL categories except student/teacher relationships

Second Quarter Celebration day tomorrow

#### High School-

Registration process for next year is underway

Students of the Month (November and December)-Audra and Adriana Bixby

CD Counselor will be starting one day a week in the district thanks to funding from Nicollet County

One-Act Play is coming up-comedy

#### Alternative Programs-

Students moving through online credit recovery wonderfully

Hoffmann Students have started new electives this quarter

3<sup>rd</sup> Session of night school is starting January 30<sup>th</sup>

2. Superintendent of Schools-

Board Members-annual conflict of interest forms

Big thanks for our facilities crew for their snow removal efforts

Mr. Gronseth has continued to conduct walkthroughs at all sites. He was especially excited about a recent visits though SPMS

There is a significant amount of lunch debt across the district. Please contact the DO for Free and Reduced forms or to set up a payment plan.

3. Board Members

a. Around the Table

Potts-Appreciateve for the opportunity to attend the MSBA Leadership Conference last week.

**XI. Upcoming Meetings of the School Board**

Study Session

Monday, February 6, 2023

6:30PM

SPMS-Media Center

10

**XII. Adjournment-7:27PM (Leonard/Dixon, unanimous)**

Dated: February 23, 2023

\_\_\_\_\_  
Kate Martens, Board Clerk

**THE MINUTES OF THE MEETING HAVE NOT BEEN APPROVED**  
**Minutes of Study Session**

**The School Board**  
**Saint Peter Public Schools**

---

Members Present: Drew Dixon, Tim Lokensgard, Kate Martens, Charlie Potts, Tracy Stuewe & Bill Kautt.

Members Not Present: Ben Leonard

Administrative Team members: Tim Regner

Others present: Superintendent Bill Gronseth, Administrative Assistant Sarah Janovsky

A Study Session of the School Board of Saint Peter Public Schools was held Monday, February 6, 2023, beginning at 6:30 PM in the Saint Peter Middle School-Media Center.

g<sup>1</sup>

**I. Call Meeting to Order**-6:31 PM, Potts

**II. Adoption of the Agenda**-(Dixon/Potts, unanimous)

**III. Demographic Study Presentation with John Powers**-John Powers with ICS presented his findings on the demographic study he conducted for the district.

**IV. Preliminary Budget Discussion**-Business Manager, Tim Regner, reviewed projections for the upcoming year.

**V. Upcoming Meetings of the School Board**

Business Committee  
Wednesdays, February 8, 2023  
4:00 PM  
DO

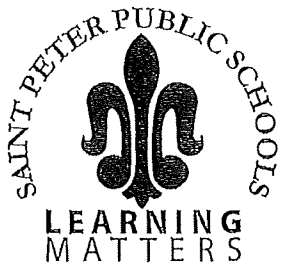
Education Committee  
Tuesday, February 14, 2023  
1:00 PM  
DO

Regular Board Meeting  
Thursday, February 23, 2023  
6:30 PM  
SPCC-Governor's Room

VI. **Adjournment**-8:26 PM (Dixon/Martens, unanimous)

Dated: February 23, 2023

\_\_\_\_\_  
Kate Martens, Board Clerk



DISTRICT OFFICE  
100 Lincoln Drive, Suite 229  
Saint Peter, MN 56082-1351  
507-934-5703 (Office)  
507-934-2805 (Fax)  
www.stpeterschools.org

Date: 2/13/2023  
To: Dr. Bill Gronseth - Superintendent  
From: Bee Ong - Finance Accountant  
Re: **Monthly Construction Bills, Board Bills,  
Payroll & Student Activity Amounts:**

January 2023 - Board Bills	\$798,257.61
January 2023 - Payroll Account	\$1,040,394.69
January 2023 - Student Activity	\$33,723.32
	<hr/> <hr/>
	\$1,872,375.62

St. Peter Public Schools  
Wire Transfer Report

Jan-23

MSDLAF to USBank	1/17/2023	2,177,300.00 (Feb/Aug bond pymt)
MSDLAF to FNB payroll account ACH	1/13/2023	500,000.00
MSDLAF to FNB payroll account ACH	1/23/2023	505,000.00
MSDLAF-Max to FNB BO	1/6/2023	525,000.00
MSDLAF-Max to FNB BO	1/23/2023	500,000.00
MSDLAF-LA to CCF	1/10/2023	200,000.00
MSDLAF-Max to CCF	1/23/2023	250,000.00
FNB-BO to BCBS - medicare health	1/23/23	15,711.50
Wire of federal payroll taxes	1/9/2023	103.13
Wire of federal payroll taxes	1/12/2023	26.64
Wire of federal payroll taxes	1/13/2023	161,191.28
Wire of federal payroll taxes	1/31/2023	170,704.66
Wire of state payroll taxes	1/3/2023	651.70
Wire of state payroll taxes	1/3/2023	30,352.93
Wire of state payroll taxes	1/12/2023	154.88
Wire of state payroll taxes	1/17/2023	27,429.94
PERA payments	1/6/2023	26,295.98
PERA payments	1/17/2023	22,621.77
TRA payments	1/3/2023	90,288.55
TRA payments	1/17/2023	88,175.56
Horace Mann	1/9/2023	2,359.00
Horace Mann	1/20/2023	2,359.00
Ameriprise/NBSGroup Bill	1/13/2023	1,600.00
Ameriprise/NBSGroup Bill	1/31/2023	1,600.00
Medsurety	January	14,800.32
Matrix Trust	1/9/2023	97.00
Matrix Trust	1/17/2023	1,372.00
Matrix Trust	1/19/2023	1,252.27
Colonial Life	1/11/2023	569.16
Colonial Life	1/11/2023	7,396.72
Pioneer - Dental direct debits	1/3/2023	1,899.82
Pioneer - Dental direct debits	1/9/2023	5,655.27
Pioneer - Dental direct debits	1/17/2023	4,470.66
Pioneer - Dental direct debits	1/23/2023	4,638.82
Pioneer - Dental direct debits	1/30/2023	4,972.91
CCF - BCBS debits	1/10/2023	108,649.02
CCF - BCBS debits	1/12/2023	51,276.66
CCF - BCBS debits	1/19/2023	62,792.33
CCF - BCBS debits	1/26/2023	75,437.83
Electronic Deposit Fees - Merch Billing	1/5/2023	39.95

Total Wires 5,644,247.26



**TO: Bill Gronseth, Superintendent  
School Board**

**FROM: Tami Skinner, Community &  
Family Education Director**

**SUBJECT: Good Neighbors Diversity  
Council Grant**

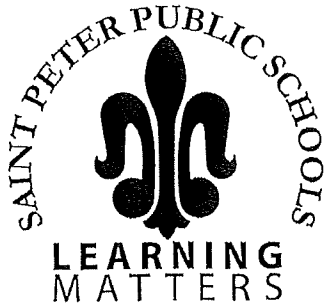
**DATE: February 9, 2023**

---

Saint Peter Community & Family Education recently applied for and received a generous grant of \$11,580 from the St. Peter Good Neighbor Diversity Council. Funds from this grant will provide Chromebooks and hotspots for adult learners, bilingual picture dictionaries and remove transportation barriers for those who want to attend classes at the Community Center. It will also provide the technology for an instructor to teach courses offsite in different locations. The grant also covers the cost of leadership and cultural training for the community as well as St. Peter Good Neighbor Diversity Council members. In addition, the funds will help offset the cost of publicity for English Language Classes and cultural training events.

15

I recommend you accept these grant funds.



**MEMO TO:** Mr. Bill Gronseth  
School Board

**FROM:** Annette Engeldinger

**DATE:** February 13, 2023

**RE:** Theater Donation

---

Ben and Amy Leonard have presented the high school theater program with a donation of \$5207.44. The intention of this donation is to help purchase additional equipment for the high school performing arts center. We thank the Leonards for their generous donation!

16

I recommend the acceptance of this donation.

If you have any questions, please feel free to contact me.



**TO: Bill Gronseth, Superintendent,  
School Board Members**

**FROM: Tami Skinner, Community & Family  
Education Director**

**SUBJECT: Saints Overtime Staff**

**DATE: January 20, 2023**

---

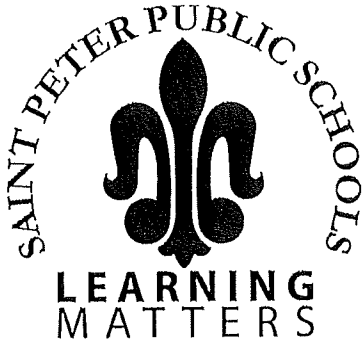
Interviews were conducted, and I am pleased to recommend hiring Makaila Weingart as a Saints Overtime Assistant.

This is a replacement position.

17  
15

**EMPLOYEE SUMMARY**

- **Makaila Weingart**
- Rate of pay - \$15.25/hr.
- Part-time hours are to be submitted on a timesheet
- 2022-23 School Year



**MEMO TO: Bill Gronseth, Superintendent  
Saint Peter School Board**

**FROM: Jana Sykora, Alternative Schools &  
Programs Administrator**

**DATE: January 25, 2023**

**SUBJECT: Paraprofessional Resignation**

---

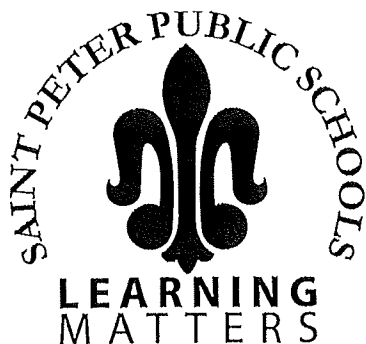
I am writing to recommend that you accept the resignation of Brad Boyer, paraprofessional at Oshawa Learning Academy. His last day will be January 26, 2023.

18  
16

We have appreciated Brad's work with our students during his time with us. Brad would like to be retained on payroll as a paraprofessional sub.

Please let me know if you have any questions.

Cc: Brad Boyer  
grp\_hire\_para



**MEMO TO:** Bill Gronseth, Superintendent  
Saint Peter School Board

**FROM:** Ytive Prafke-Special Programs  
Administrator/Early Childhood

**DATE:** January 26, 2023

**SUBJECT:** Paraprofessional Resignation

---

I am writing to recommend that you accept the resignation of Jennifer Humphrey, a part-time paraprofessional at St. Peter Early Childhood effective January 26, 2023.

19

We have appreciated Jennifer's work with our students. Jennifer would like to be retained on payroll as a paraprofessional substitute

Please let me know if you have any questions.

Cc: Jennifer Humphrey  
grp\_hire\_para



**TO:** Bill Gronseth, Superintendent,  
School Board Members

**FROM:** Tami Skinner, Community & Family  
Education Director

**SUBJECT:** Saints Overtime Staff

**DATE:** January 30, 2023

---

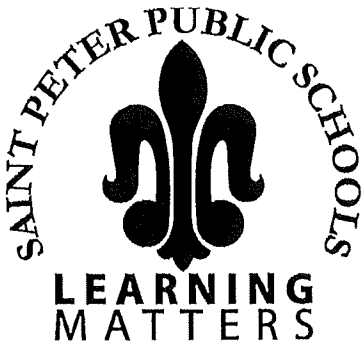
Interviews were conducted, and I am pleased to recommend hiring Amanda Hukee as a Saints Overtime Assistant.

This is a replacement position.

20  
18

**EMPLOYEE SUMMARY**

- **Amanda Hukee**
- Rate of pay - \$15.25/hr.
- Part-time hours are to be submitted on a timesheet
- 2022-23 School Year



MEMO TO: Bill Gronseth, Superintendent  
Saint Peter School Board

FROM: Doreen Oelke, Principal

DATE: January 30, 2023

SUBJECT: Chambers -FMLA Substitute

---

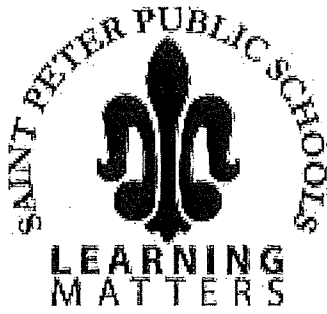
Sarah Chamber has been hired as a long term substitute for Karissa Minks, first grade teacher at South Elementary. Ms. Mink's leave began on January 10, 2023 and will go through March 31, 2023.

Please join me in welcoming Ms. Chambers to the South Elementary staff & feel free to contact me with any questions.

**Sarah Chambers**

- BS - Step 1, Lane 1
- Start date: January 10, 2023
- End date: March 31, 2023
- Time cards will be completed

Cc: Sarah Chambers  
Grp\_hire\_certified



MEMO TO: Bill Gronseth, Superintendent  
School Board

FROM: Jon Graff

DATE: January 31, 2023

SUBJECT: Para Hire

---

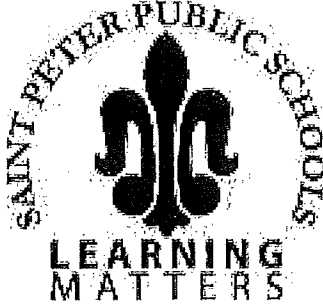
Applications were received and interviews took place for a paraprofessional position at Saint Peter Middle School. I am pleased to recommend Wallace Michels for the position.

**EMPLOYEE SUMMARY**

- **Wallace Michels**
  - Step 1 at a rate of \$15.25/hour.
  - 6.75 hours/student contact day
  - Start Date: February 2, 2023

22  
20

CC: Wallace Michels  
grp\_hire\_para



**MEMO TO:** Bill Gronseth, Superintendent  
School Board

**FROM:** Sharon Petersen

**DATE:** January 30, 2023

**SUBJECT:** Recommendation for hire

---

The Operations and Maintenance Department has a part time housekeeper position at Saint Peter High School.

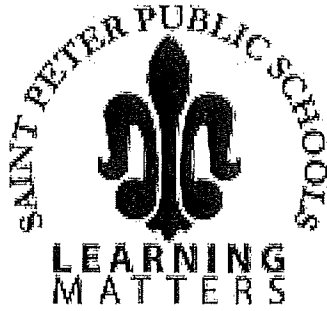
I recommend the hiring of Isaiah Chambers to serve as a part-time Housekeeper at Saint Peter High School.

23  
21

**EMPLOYMENT HIRING SUMMARY**

- **Isaiah Chambers**
  - Housekeeper - Rate of pay 16.64 per hour
  - Evening shift
  - Start Date: February 1, 2023
  - 9 month probationary period ending July 31, 2023

Cc: Isaiah Chambers  
Robert Ploog  
Mike Keller



MEMO TO: Bill Gronseth, Superintendent  
School Board

FROM: Ytve Prafke, EC Administrator

DATE: February 10, 2023

SUBJECT: Recommendation to Hire-SR  
Paraprofessional

---

Please consider the following recommendation:

**NEW EMPLOYEE SUMMARY**

- **Bridgette Haugdahl**
  - \$15.00 per hour
  - 3.5 hours per day-4 days per week
  - Start date: February 13, 2023
  - Replacement Position
  - This is a 14 hour per week position
  - Bridgette will fill out a timesheet for her hours
  - This is a School Readiness position and DOES NOT fall under the SP Paraprofessional Educator Agreement

CC: Bridgette Haugdahl  
grp\_hire\_para



**SAINT PETER INDEPENDENT SCHOOL DISTRICT NO. 508  
JOB DESCRIPTION**

**DATE WRITTEN/REVISED:** January 2023  
**POSITION TITLE:** Food Service Assistant  
**REPORTS TO:** Food Service Director

**QUALIFICATIONS:**

• **Education and Experience:**  
(Minimum Level of Education and Experience Required)

• High school diploma or equivalent with a 2 or 4 year degree preferred. Experience in food service desired.

25

• **Knowledge/Skills/Abilities**  
(Minimum Competencies for Job Performance)

- Knowledge of data privacy and confidentiality. Ability to take initiative and work in an unsupervised setting, prioritize workflow in a fast paced environment with frequent interruptions.
- Ability to communicate effectively through excellent written and oral communication skills; excellent organizational skills with the expectations to work respectfully and confidentially with people of all ages.
- Demonstrated computer proficiency in word processing, database, and spreadsheet programs.

**JOB GOAL:** To assist the Food Service Director in ordering supplies, record keeping, billing, debt collection, and assisting families through the Free or Reduced Price Lunch application process. Assisting with food prep and service as needed.

**PERFORMANCE RESPONSIBILITIES:**

% of Time	
35%	A. Organize and code invoices to spreadsheets

	<p>B. Infinite Campus: adjusting meals (adding meals, voiding meals)</p> <p>C. Manage TrakNow Production Records</p> <p>D. Create and distribute all catering invoices: snack cart, catering events, etc.</p>
--	---

45%	<p>A. Prepare and mail standard letters related to the school meal program and free and reduced price meal applications to all parents in the school district at the beginning of the year and on-going as determined by the Special Programs Administrator.</p> <p>B. Process Free and Reduced meal applications by following the established state and federal guidelines for the school meal program.</p> <p>C. Invoice and follow-up with staff and families who leave the district with meal account balances.</p> <p>D. Provide expertise and support to Student Support Liaisons to ensure all Limited English Language families have access and assistance in completing free and reduced meal applications.</p> <p>E. Responsible for initiating school district procedures of the Free and Reduced Meal Program (FRMP) including printing and posting FRMP meal applications, collecting applications from sites, processing applications and notifying families of eligibility.</p> <p>F. Assist in complying with all state and federal rules and regulations related to the meal program including gathering data, preparing reports and submitting reports as required.</p> <p>G. Contact and communicate with county officials regarding the SNAP program and student eligibility in order to ensure families receive FRMP meal benefits.</p> <p>H. Carry out the Unpaid Meal and Debt Collection policy of District 508 including contacting past due accounts.</p>
-----	---

26

20%	<p>General Office Duties</p> <p>A. Assist with general Food Service duties.</p> <p>B. Other duties as assigned</p>
-----	--

**PHYSICAL EFFORT:**

- Position involves light to moderate degree of physical stamina and occasional lifting up to 25 pounds.
- Position involves sitting for a portion of time, but will involve standing, walking, and bending.
- Position involves hearing the telephone ring and listening and responding to questions from callers.
- Position involves using the telephone, computer, and other office and kitchen equipment.

**WORKING CONDITIONS:**

- Position functions in a workplace that has a variety of noise levels at times
- Position works in small office conditions

**SUPERVISION OF OTHER EMPLOYEES:**

This position does not include supervision of other employees.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned. The physical demands and work environment described here are representative of those that must be met or will be encountered while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

***This job description does not constitute an employment agreement between the district and employee and is subject to change by the district as the needs and requirements of the position change.***

**TERMS OF EMPLOYMENT:**

27

**SUPERVISOR:**

\_\_\_\_\_

**AGREED TO:**

\_\_\_\_\_

**REVIEWED ON:**

\_\_\_\_\_



**SAINT PETER INDEPENDENT SCHOOL DISTRICT NO. 508  
JOB DESCRIPTION**

**DATE WRITTEN/REVISED:** January 2023

**POSITION TITLE:** Native American Student Support Liaison

**REPORTS TO:** Coordinator of the Office of Education Equity

**QUALIFICATIONS:**

28

- **Education and Experience:**
  - High school diploma or equivalent
  - Experience working with Native American families and communities.
  - Experience working with school age children preferred.
  
- **Knowledge/Skills/Abilities**
  - Knowledge of Native American culture, history, language, and communities.
  - Ability to take initiative and work in an unsupervised setting, prioritize workflow with frequent interruptions.
  - Ability to communicate effectively through excellent written and oral communication skills.
  - Demonstrated organizational skills.
  - Demonstrated proficiency in computer applications such as word processing, email and Google Docs.

**JOB GOAL:** To provide support to students to increase academic success, nurture positive relationships throughout the community, and to provide direct services to students and families.

**PERFORMANCE RESPONSIBILITIES:**

% of Time	
50%	<p><b>Direct Services</b></p> <ul style="list-style-type: none"> <li>A. Monitors the attendance, behavior, and academic progress of identified students for the purpose of providing support for higher levels of success.</li> <li>B. Regularly checks in with students and families to monitor progress and provide support.</li> <li>C. Confers with teachers, parents, case managers, and other professionals for the purpose of assisting student progress and/or implementing student objectives.</li> <li>D. Conducts parent meetings for the purpose of gaining information and/or discussing needs and problems involving students and their families.</li> <li>E. Engages students and families for the purpose of assessing situations, improving communication, providing information regarding school policies and programs.</li> </ul>
25%	<p><b>Outreach</b></p> <ul style="list-style-type: none"> <li>A. Guides students and their families in seeking assistance from counselors, social workers, school psychologists, medical professionals, school resource officers, etc., for the purpose of ensuring the needs of the students are met.</li> <li>B. Serves as a liaison to community organizations, local government, and other groups through collaboration and outreach.</li> <li>C. Participates in a variety of meetings and workshop committees for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable within the community and program guidelines.</li> </ul>
25%	<p><b>Communication and District Support</b></p> <ul style="list-style-type: none"> <li>A. Assists students, parents, staff, and community members for the purpose of providing and conveying information and services from the school district.</li> <li>B. Responds to inquiries from both within and outside the school district (parents, students, teachers, staff, etc.) for the purpose of providing information and/or direction as may be required.</li> <li>C. Communicates with parents in collaboration with the school (e.g. attendance, homework issues, available programs, completion of paperwork, behavioral concerns, etc.) for the purpose of ensuring that an ongoing partnership between home and school is formed.</li> <li>D. Performs record keeping and clerical functions (e.g. central registrations, parent-teacher conferences, IEPs, early childhood screenings, etc) for the purpose of supporting the teacher and/or administrator in providing necessary records and materials.</li> <li>E. Prepares a variety of documents, reports and written materials for the purpose of communicating information to parents, staff, and providing support, developing recommendations and/or conveying information.</li> </ul>

**PHYSICAL EFFORT:**

- Position involves light to moderate degree of physical stamina and occasional lifting up to 10 pounds.
- Position involves sitting for a portion of time, but will involve standing, walking, and bending.
- Position involves driving between school sites.
- Position involves hearing the telephone ring and listening and responding to questions from students, parents and school district staff.
- Position involves using the telephone, computer, and other office equipment.

**WORKING CONDITIONS:**

- Position functions in a workplace that has a variety of noise levels at times.
- Position works in normal school office and classroom conditions.

**SUPERVISION OF OTHER EMPLOYEES:**

This position does not include supervision of other employees.

30

*The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned. The physical demands and work environment described here are representative of those that must be met or will be encountered while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

***This job description does not constitute an employment agreement between the district and employee and is subject to change by the district as the needs and requirements of the position change.***

**TERMS OF EMPLOYMENT:**

**SUPERVISOR:**

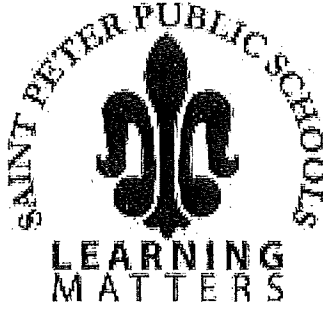
\_\_\_\_\_

**AGREED TO:**

\_\_\_\_\_

**REVIEWED ON:**

\_\_\_\_\_



**MEMO TO:** Bill Gronseth, Superintendent  
School Board

**FROM:** Sharon Petersen

**DATE:** February 15, 2023

**SUBJECT:** Reassignment Memo

---

The Operations and Maintenance Department has a Head Custodian position open at South Elementary. The position was posted internally and Nathan Hughes has bid and agreed to fill the position.

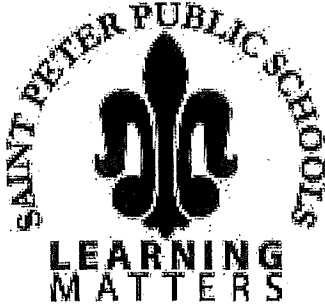
I recommend Nathan Hughes be reassigned from his current position of Unassigned Inside Maintenance worker to Head Custodian at South Elementary.

29

**EMPLOYMENT HIRING SUMMARY**

- **Nathan Hughes**
  - Head Custodian
  - Start Date: February 16, 2023
  - Salary \$23.14/hour
  - End Unassigned Pay \$1.29 per hour February 15, 2023
  - Pool Duty Pay \$ 0.68 per hour will end June 30, 2023

Cc: Nathan Hughes  
Drew Brodeen  
Mike Keller  
Ytive Prafke



MEMO TO: Members of the School Board  
 Bill Gronseth

FROM: Ytve Prafke/Erica Walter

DATE: 02/21/2023

SUBJECT: On-Call Substitute Hires

Please consider the approval of employment for the following substitute teachers and paraprofessionals:

Licensed Teacher Substitutes	Paraprofessional Substitutes	Student Workers
Sage Grothe	Erika Henrichs	
	William Miller	



## ADDENDUM

### REGULAR BOARD MEETING February 23, 2023 SPCC-Governor's Room 6:30PM

---

#### VII. ACTION ITEMS

##### **1. AGENDA ITEM #1**

**Subject:** Budget Process Continuation to Identify Adjustments for a Balanced FY 24 Budget

**Action:** Requires a Motion

**Background:** As part of the ongoing FY24 budget planning process, the school board reviewed enrollment study results and a preliminary budget projection during the February study session. The enrollment study indicated a slightly declining student population in the region and the budget projection indicated a deficit for FY24 dependent upon the actions taken by the State during the legislative session. To prepare recommendations for a balanced budget, adjustments need to be planned for the coming year. It is recommended that the school board direct administration to identify \$1.5M in budget adjustments for the 2023-2024 school year.

**Presentation:** Superintendent of Schools, Business Manager

**Options/Recommendation:** I recommend making a motion to direct administration to identify \$1.5M in budget reductions for the 2023-2024 school year.

Summary FY 22 and Preliminary draft estimate on Revised FY23 High Altitude View

1. FY 22 Unassigned approximately 1.5 to 1.7 million expenses over Revenue

Included about 1.00 million in Covid 1-time funds.

Covered by 835,000 in savings and fund balance drop.

2. FY 23 unassigned Fund Preliminary Revised Draft expenses 550,000 above after transfer of remaining 835,000 so short approximately 1.385,000 plus 1.8 million in Covid one time funds
3. High overview need to revised expenses- still lots of assumptions and estimates – inflation, interest revenue, actual expenditures increase, special ed finalization. Amount of covid additional funds
4. Does not include Comm Ed Fund 04 Running about 250,000 expenses over revenue.

Big Items for FY24

Compensatory	867,034
Governors SPED cross subsidy estimate 50% X FY 21 824 X 2000 X.5	app 825,000
Governors ELL Cross Sub est. 25% x fy21 156 x 2000 x.25	est. 78,000
Governors increase in Formula 4% est. 275 per ADM X 2200	est. 605,000
Remaining Covid Funds – summer School	est. 220,000
Extra interest income	
Sped revenue increase due to increase exp	?

Expenses

Negotiations

MVED changes

Drop in enrollment about 40 -50 less kindergarten than graduating 45 X 7138 321,210

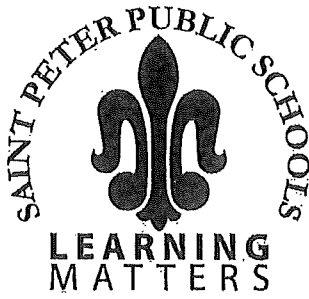
Effects of inflation





	A	B	C	D	E	F	G	H
379								
380								
381								
382								
383								
384								
385								
386								
387								
388								
389								
390								
391								
392								
393								
394								
395								
396						PRELIMINARY DRAFT		2/3/23
397	FY 23 - this year							
398								
399	Actual fund Balance							4,543,922
400								
401								
402	Actual 21/22 Revenues							27,535,903
403	legislative increase 2% - FY22 Gen Ed revenue 6728 x.02 to 6863 or 135 x 2281 est ADM for FY22							307,935
404	estimated change in enrollment FY 22 2281 ADM FY23 estimate 2273 = -8 X X 6863							-52,882
405	estimate decrease in compensatory from FY 22							-233,478
406	remove Covid Fin 150						Remove FY 24	-47,981
407	remove Covid Fin 155						"	-711,324
408	remove Covid Fin 163						"	-54,793
409	remove Covid Fin 170						"	-85,000
410	remove Covid Fin 171						"	-90,069
411	Add Covid Fin 160 ? Assume we get amended application approved						"	1,278,026
412	Add Covid Fin 161 ? Assume we get amended application approved						"	319,506
413	Add Covid Fin 163						"	96,456
414	Add Covid Fin 169 ? Mostly for summer school expenses estimated bal 222,685 in FY 24						"	75,000
415	Add Covid Fin 170						"	50,276
416	Remove saftey Grants						"	-30,509
417	Additional referendum revenue						"	521,066
418	Estimated extra Sped funding above FY 22 projection						remove 24	350,000
419	transfer money assigned during fy15-18 835,000 is balance remaining						remove FY 24	835,000
420	Estimate 22/23 Revenues				fy20 rev	30,063,132		30,063,132
421					fy20 exp	30,600,891		
422	Actual 21/22 Expenditures				revenue over expenditures	-537,759		29,278,684
423	Expenditure increase estimate							800,000
424	remove veba assignment trust							-2,000
425	Est. amount to be assigned in FY23 to the Assigned for VEBA Trust					remove fy24		95,000
426	MVED negotiations							50,000
427	remove CSP expense funded by transfer in							-175,280
428	Net staff cost changes additions deletions etc							114,762
429	Tech. initiative 1 to 1							139,725
430	additional covid funds supplemented not supplanted							400,000
431	estimated 21-22 allocations to gen fund from other funds to reduce budget							-100,000
432	Estimated 22/23 Expenditures							30,600,891
433								
434	Estimated fund balance 6/30/2023 - FY23					goal 60 days		4,006,163
435						4,941,885		About 47 days
436								
437								
438								% of Revenue
439								13%
440								
441								
442								
443					37			
444								
445								

4



DISTRICT OFFICE · 100 Lincoln Dr Ste 229 · Saint Peter MN 56082-1351 · 507-934-5703 (Office) · 507-934-2805 (Fax) · www.stpeterschools.org

Date: 6/14/2022  
To: Bill Gronseth  
From: Tim Regner *TR*  
RE: 2022-23 Preliminary Adopted Budget

Attached is the budget information to be reviewed by the Finance Committee at the 6/16/2022 meeting and to be presented to the Board of Education on 6/20/2022.

Page 1 is the Budget Cover Sheet providing information on all funds.

Pages 2, 3, 4, 5 are the FY22, FY23, FY 24 and FY25, - 4 yr. rollout detailing changes in both revenues and expenditures that will occur as compared to the Revised FY 22 yr.

Page 6 is the enrollment projections used in preparing the budget.

The new Hire/Replacement Report providing information of all staff changes is still in the process of being finalized as staff is hired and the rollout may need to be adjusted depending upon final numbers.

The rollout may need to be adjusted depending upon final numbers and when/if the state decides on any additional funding from the current state surplus.

	A	B	C	D	E	F	G
1	Tregner/Dpeterson/budget 22-23 ADP/Budget Worksheet 22-23 FY 23 Adopted St. Peter Public Schools						
2	22-23 to Board June 2023 2022-23						
3	Adopted Budget						
4	June 8, 2022						
5							
6			Projected Fund Balances				Projected
7			as of				Fund Balance
8	Funds		6/30/2022	Revenues	Expenditures	Transfers	6/30/2022
9							
10	General Fund unassigned Funds, 01,03, 22	*	4,840,021	29,013,420	30,346,458	600,275	4,107,258
11							
12	Assigned Gifted and Talented		13				
13	Assigned learning and development		312				
14	Nonspendable (Prepalds)	*	11,107				11,107
15	Medical assistance -restricted						0
16	Reserved Basic Skills		6,322				6,322
17	Reserved staff Dev		3,850				
18	Assigned for severance		364,171				364,171
19	Assigned for VEBA trust		494,000		90,000	95,000	499,000
20	Assigned Bond and CSP		0				0
21	Assigned for operatln new HS		835,000			-835,000	0
22	Assigned Para		10,000				10,000
23	Assigned water mitigation		374,737				374,737
24	Assigned AAA		59,186				59,186
25	Assigned Fund the Depreciation		192,955				192,955
26	Assigned Dental reserve		78,609				78,609
27	Transfer to Food Service		0				0
28	Reserved for A & I		12,278				12,278
29	Activity Funds						
30	High School Activity Fund 30		87,009	90,000	90,000		87,009
31	North Elementary- Fund 11		26,193	50,000	50,000		26,193
32	South Elementary - Fund 12		5,754	27,500	27,500		5,754
33	M/S activity - Fund 13		11,704	20,000	20,000		11,704
34							
35	Concession - Fund 23		-3,389	55,000	55,000		-3,389
36							
37	misc scholarships		137,251				137,251
38							
39							
40	General Fund Sub Total		7,547,083	29,255,920	30,678,958	-139,725	5,984,320
41							
42							
43							
44	Capltal Expenditure 01 /05						
45	Restricted for deferred maintenance/LTFM		-312,121	888,832	1,071,691		-494,980
46	Operating Cap (eq&fac)		358,388	826,088	874,668	139,725	449,533
47	Capltal Fund Sub Total		46,267	1,714,920	1,946,359	139,725	-45,447
48							
49							
50	Total General Fund Total		7,593,350	30,970,840	32,625,317	0	5,938,873
51							
52							
53							
54	Food Service 02		1,044,718	2,100,479	2,091,820		1,053,377
55							
56							0
57	Community Service 04		-318,780	801,500	1,066,627		-583,907
58							
59							
60	Capital Projects Funds Regular		0	0	0		0
61	Bond Refendum		0	0	0		0
62	Total Capital Project Funds		0	0	0		0
63							
64	Debt Redemption 07		656,606	3,248,289	3,249,250		655,645
65							
66							
67							
68	Trust Fund 08		708,452	21,500	22,000		707,952
69				39			
70							
71	District Totals		9,684,346	37,142,608	39,055,014	0	7,771,940
72							
73							



	A	B	C	D	E	F	G	H	
312								6/10/'22	
313	FY 22 - this year- 5th Year of new School Building								
314									
315	Estimated fund Balance								5,420,331
316									
317									
318	Actual 20/21 Revenues								27,690,340
319	legislative increase EST 2% - FY21 Gen Ed revenue 6,566 x2.0 to 6697 or 132 x 2390 est WADM for FY21								315,480
320	estimated change in enrollment FY 21 2390 - 2290 = 100 X 6,566								-656,600
321	estimated compensatory decrease								-203,000
322	Additional est Sped Rev from inc costs and cross subsidy aid								100,000
323	Est Additional Revenue Hoffmann Bills due to staff shift								40,000
324	CRF funds remove								-530,379
325	County/Township Funds								-149,600
326	ESSER/GEER 1								-268,590
327	Add back admission about 50,000 & est student fees 25,000								75,000
328	ESSER 2 Spending Entire amount - no ESSER 3 funds projected those in FY 23 may spend some FY 22								711,324
329	Covid Fin 169 learning recovery								297,686
330	Covid Fin 170 Testing								118,797
331	Covid Fin 171 Enrollment loss Assumes we have correct expenses for all Covid programs								90,069
332	Covid Fin 159 Homeless								7,376
333	Covid Fin 162 Summer learn								1,946
334	safety grant from previus years								31,509
335	Covid Esser 3 Fin 160 90% Formula								400,000
336	Covid ESSER 3 Fin 161 Learning Loss								100,000
337	extra CTE levy estimate								50,000
338	estimate increase in Sped due to higher costs								138,584
339	transfer money assigned during fy15-18 to meet fund balance goal or can lower goal and transfer less							remove FY23	835,000
340	transfer money from SCP Bond restrooms								223,735
341	misc revenue to balance out to SMART								19,325
342	Estimate 21/22 Revenues				fy22 rev	29,438,002		29,438,002	
343					fy22 exp	30,018,312			
344	Actual 20/21 Expenditures				revenue under expenditures	-580,310		27,138,645	
345	Expenditure increase								900,000
346	remove veba assignment trust								-80,000
347	Est. amount to be assigned in FY19 to the Assigned for VEBA Trust					remove fy23		125,150	
348	MVED negotiations and extra costs								50,000
349	CRF Funds								-530,379
350	County/Township Funds								-80,383
351	ESSER/Township Funds								-268,590
352	remove middle school and other projects from FY 21 not done in FY22								-194,249
353	remove 019 and C19 Covid exp from FY21 not relm by other Covid Fin Codes								-14,313
354	Estimated expenses prev paid in A & I but Gen Fund exp FY 22								67,536
355	staff replacments not A & I related								10,995
356	new staff - S. Worker, Instruc Coach- paras?, Hoffmann ,MVED counselor adjustment est								207,781
357	Balance of outreach hire								50,000
358	Extra costs MVED - Fed funds used for CEIS								86,000
359	estimated referendum expenses								15,000
360	additional grounds upkeep								10,000
361	CSP annual enhancements to bring bud to 25,000								16,594
362	Covid Funds Revenue expense supplants some other expenses and new hires								1,227,198
363	ECSE Sped as did not set up new accounts when moved org								8,600
364	estimate higher utility and fuel costs								175,000
365	Estimate increase in transportation more routes, more activities, higher fuel etc								150,000
366	Tech. Initiative 1 to 1 ipads extra cost of lease				no increase last year was fy18			139,425	
367	extra cost Hoffmann Center change program estimate								230,000
368	costs CSP and Bond etc offset transfer in								223,735
369	estimate increase in transportation more routes, more activities, higher fuel etc								200,000
370	misc expenses to balance out to SMART additional activity at schools this year								154,567
371	Estimated 21/22 Expenditures								30,018,312
372									
373	Estimated fund balance 6/30/2022 - FY22					goal 60 days		4,840,021	
374						4,839,124		about 60	
375								days	
376						40		% of Revenue	
377									
378								16%	

7

	A	B	C	D	E	F	G	H
379								
380								
381								
382								
383								
384								
385								
386								
387								
388								
389								
390								
391								
392								
393								
394								
395								
396								06/10/2022
397	FY 23 - next year							
398								
399	Estimated fund Balance							4,840,021
400								
401								
402	Estimated 21/22 Revenues							29,438,002
403	legislative increase 2% - FY22 Gen Ed revenue 6728 x.02 to 6863 or 135 x 2281 est ADM for FY22							307,935
404	estimated change in enrollment FY 22 2281 ADM FY23 2314 NO Jan drop = +33 X 6863							226,479
405	estimate decrease in compensatory from FY 22							-233,478
406	remove Covid and Safety grant from FY 22							-1,759,116
407	Esser 3 Funds -balance of Fin 160			assumes have correct type of expenses				878,026
408	Esser 3 Funds -balance of Fin 161							219,506
409	Additional referendum revenue							521,066
410	Estimated extra Sped funding above FY 22 projection							250,000
411	transfer money assigned during fy15-18			to meet fund balance goal or can lower goal and transfer less			remove FY 24	835,000
412	remove transfer of funds							-835,000
413	Estimate 22/23 Revenues				fy20 rev	29,848,420		29,848,420
414					fy20 exp	30,581,183		
415	Estimated 21/22 Expenditures			revenue over expenditures		-732,763		30,018,312
416	Expenditure increase estimate							600,000
417	remove veba assignment trust							-91,000
418	Est. amount to be assigned in FY23 to the Assigned for VEBA Trust					remove fy24		95,000
419	MVED negotiations							50,000
420	remove additional exp paid ESSER 2 funds last year							-311,324
421	remove est referendum exp							-15,000
422	remove CSP expense funded by transfer in							-223,735
423	Staff reductions							-184,899
424	2 new SPED teachers							163,950
425	replace full time staff left mid year for full year							118,472
426	other staff changes - staff not yet hired put in at same rate as person leaving							21,682
427	Tech. Initiative 1 to 1							139,725
428	ESSER 3 Funds additional spend to receive not supplanted funds							400,000
429	estimated 21-22 allocations to gen fund from other funds to reduce budget							-200,000
430	Estimated 22/23 Expenditures							30,581,183
431								
432	Estimated fund balance 6/30/2023 - FY23					goal 60 days		4,107,258
433						4,906,590		About 50
434								days
435								
436								
437								
438								
439								
440								
441								
442								
443								
444					41			
445								

8

	A	B	C	D	E	F	G	H
446								
447								
448								
449								
450								
451								
452								
453								
454								
455								
456								
457								
458								
459								
460								
461								
462								
463								
464								
465								
466								
467								
468								
469								
470								
471								
472								
473								
474								6/10/22
475	FY 24 - 2 yrs from now							
476								
477	Estimated fund Balance							4,107,258
478								
479								
480	Estimated 21/22 Revenues							29,848,420
481	legislative increase EST 2% - FY23 Gen Ed revenue 6,863 x.02 to 7000 or 138 x 2314 est ADM for FY23							319,332
482	estimated change in enrollment FY 23 2397 - 2314-2295 = -19 X 7000							-133,000
483	estimate increase back in compensatory approximately 50 60% of loss in FY22 and 23							300,000
484	ESSER funds in FY 23							-1,098,532
485	estimated additional sped funds - Hoffmon and other							250,000
486	remove transfer of funds							-835,000
487	Estimate 22/23 Revenues				fy20 rev	28,651,220		28,651,220
488					fy20 exp	30,436,183		
489	Estimated 21/22 Expenditures				revenue over expenditures	-1,784,963		30,581,183
490	Expenditure increase							200,000
491	remove veba assignment trust							-95,000
492	Est. amount to be assigned in FY19 to the Assigned for VEBA Trust					remove fy24		100,000
493	MVED negotiations							50,000
494	remove ESSER extra spending							-400,000
495	Tech. Initiative 1 to 1 l pads extra cost of lease				no increase same as previous yr			0
496	Estimated 22/23 Expenditures							30,436,183
497								
498	Estimated fund balance 6/30/2023 - FY23					goal 60 days		2,322,295
499						4,709,790		about 29 days
500								
501								
502								
503								
504								
505								
506								
507								
508								
509								
510					42			
511								
512								

	A	B	C	D	E	F	G	H
513								
514								
515								
516								
517								
518								
519								
520								06/05/2021
521	FY 25 - 3 yrs from now-							
522								
523	Estimated fund Balance							
524								2,322,295
525								
526	Estimated 24/25 Revenues							
527	legislative increase EST 2% - FY24 Gen Ed revenue 7000 x.02 to 7140 or 140 x 2295 est ADM for FY24							
528	estimated change in enrollment FY 23 2295-2255 = -40 X 7140							
529	Estimate 24/25 Revenues							
530					fy20 rev	28,686,920		28,686,920
531	Estimated 24/25 Expenditures							
532	Expenditure Increase							
533	remove veba assignment trust							
534	Est. amount to be assigned in FY19 to the Assigned for VEBA Trust							
535	MVED negotiations							
536	Estimated 24/25 Expenditures							
537					fy20 exp	30,691,183		30,436,183
538	Estimated fund balance 6/30/2023 - FY23							
539					revenue over expenditures	-2,004,263		200,000
540								-95,000
541								100,000
542								50,000
543								
544								
545								
546								
547								
548								
549								
550								
551								
552								
553								
554								
579								
580								
581								
582								
583								
584								
585								
586								
587								
588								
589								
590								
591								
592								
593								
594								

	A	Z	AA	AC	AD	AE	AF	AG	AH	AI	AJ
1	Folder - budget FY 23 Adopted Bud 6/10/2022										
2	file - FY 23 adopted budget enrollments enrollment										
3	wk bk fy21,fy22,fy23,fy24,fy25	Stud Coun	Stud coun								
4		Actual In	Actual In	Prelim In	Actual In	Actual In	Actual in	Prelim in	Prelim in	Prelim In	Prelim in
5		Seats	Seats	the seats	the seats	the seats	the seats	the seats	the seats	the seats	the seats
6		18/19	19/20	Proj 20-21	Proj 20-21		FY 22	Proj 22-23	Proj 23-24	Proj 24-25	Proj 25-26
7		6/2/2019	6/3/2020	6/3/2020	2/23/2021	5/24/2021	5/23/2022	6/10/2022	6/10/2022	6/10/2022	6/10/2022
8	EC	51	51	51	45	46.5	45.7	51	51	51	51
9											
10	Kind - Hdcp										
11											
12	Kind	139	151	145	113	114	141	150	145	145	145
13											
14		1	156	142	151	142	144	120	141	150	145
15		2	167	161	142	134	131	138	120	141	150
16		3	140	167	161	161	160	124	138	120	141
17	1-3 adm	463	470	454	437	435	382	399	411	436	440
18											
19		4	180	139	167	167	167	150	124	138	120
20		5	163	179	139	140	139	156	150	124	138
21		6	167	170	179	179	177	135	156	150	124
22	4-6 adm	510	488	485	486	483	441	430	412	382	399
23											
24	1-6 total	973	958	939	923	918	823	829	823	818	839
25											
26	8 of 9 FY 22Ji	181	175	175	174	172	173	140	161	158	152
27	5 of 6 FY 23Ji	178	173	175	174	175	176	173	140	161	158
28	5 of 6 FY24Ji	160	188	173	190	190	176	176	173	140	161
29	8 of 9 FY 25 Ji	185	160	188	184	184	187	176	176	173	140
30		11	172	179	160	148	143	168	187	176	173
31	xchange students	12	141	171	179	176	173	136	168	187	176
32			1017	1046	1050	1046	1037	1016	1020	1013	984
33											
34	EC - 12 ADM	2180	2206	2185	2127	2115.5	2025.7	2050	2032	1998	1975
35											
36											
37	Rockbend	15	14	14	27	30	25	25	25	25	25
38	tuition our EC	1.81	0.28	0.28	0.83	0.83	0.77	0.83	0.83	0.83	0.83
39	tuition out ADM K	0	0.99	0.99	0.56	0.56	0	0.56	0.56	0.56	0.56
40	tuition out ADM 1-3	2.39	4.37	4.37	5.06	5.06	4.85	5.06	5.06	5.06	5.06
41	tuition our ADM 4-6	4.96	3.02	3.02	5.67	5.67	4.47	5.67	5.67	5.67	5.67
42	tuition out ADM 7-12	19.74	19.31	19.31	15.34	15.34	10.5	15.34	15.34	15.34	15.34
43			27.97	27.97	27.46	27.46	20.59	27.46	27.46	27.46	27.46
44											
45	District wide adm	2,224	2,248	2,227	2,181	2,173	2,071	2,102	2,084	2,050	2,027
46											
47	EC wadm 1.0	52.81	51.28	51.28	45.83	47.33	46.47	51.83	51.83	51.83	51.83
48	Kind EC wadm 1.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
49	Kind wadm 1.0	139.00	151.99	145.99	113.56	114.56	141.00	150.56	145.56	145.56	145.56
50	1-3 wadm 1.0	465.39	474.37	458.37	442.06	440.06	386.85	404.06	416.06	441.06	445.06
51	4-6 wadm 1.0	514.96	491.02	488.02	491.67	488.67	445.47	435.67	417.67	387.67	404.67
52	7-12 wadm 1.2	1,262.09	1,295.17	1,299.97	1,306.01	1,298.81	1,261.80	1,272.41	1,264.01	1,229.21	1,176.41
53	Total WADM in seats	2,434.25	2,463.83	2,443.63	2,399.13	2,389.43	2,281.59	2,314.53	2,295.13	2,255.33	2,223.53
54											
55	Rockbend										
56	WADM from Tuition out										
57											
58	plus estimated tuition out										
59											
60	Total fbpu	2,434.25	2,463.83	2,443.63	2,399.13	2,389.43	2,281.59	2,314.53	2,295.13	2,255.33	2,223.53
61											
62	less jan enrollment drop	0	0	-16	-16	0	0	-15	-15	-15	-15
63											
64	estimated fbpu	2,434.25	2,463.83	2,427.63	2,383.13	2,389.43	2,281.59	2,299.53	2,280.13	2,240.33	2,208.53
65	Actual fbpu										
66		3.65	33.48	-36.20	75.97			17.94	-19.40	-39.80	-31.80
67					using 2390						
68											
69											
70											
71											
72					44						
73											
74											
75											

Audited Compliance Reports as of 12/31/2022

	1	2	3	4	5	6	7	8	9	10	11	12	13
Districts	Worthington Public School	Springfield Public School	Maple River School	Sleepy Eye Public School	Red Rock Central School	Pipestone Area School	Blue Earth Area Public School	Tri-City United School	Hutchinson Public School	Luverne Public School	Hibbing Public School	Lake Crystal-Wellcome Memorial	Fairmont Area School
1 Unassigned Fund balance	18,458,206	3,652,828	5,832,847	3,183,694	2,083,855	5,751,039	4,980,345	5,917,611	10,985,328	398,709	6,683,602	3,479,534	3,475,605
2 Assigned Fund balance	11,634,167	0	0	85,896	537,472	18,950	10,283	2,517,661	1,095,843	4,406,971	15,301	40,650	2,832,538
3 Operating Capital	808,629	0	239,025	44,983	108,110	455,099	196,338	888,126	4,274,387	1,022,943	137,312	529,029	315,896
4 LTFM	1,641,079	228,476	304,266	(123,499)	364,238	5,886	(113,928)	1,037,500	125,891	974,373	539,474	77,883	237,810
5 Others categorials	822,344	120,526	179,937	808,024	2,643	809,641	467,254	1,288,167	561,956	501,985	(493,350)	345,553	42,180
6 Fund balance to figure SOD	33,215,280	3,652,828	5,967,593	3,307,305	2,662,403	5,988,555	5,025,604	8,445,832	12,178,014	5,586,963	10,305,150	3,520,184	7,062,082
7 Expenditure to figure SOD	44,904,846	5,987,312	10,046,424	6,677,493	5,697,233	13,173,656	11,435,225	20,744,242	31,985,383	15,077,720	30,949,988	10,763,662	22,325,576
8 SOD Calculation	73.97%	61.01%	59.40%	49.53%	46.73%	45.46%	43.95%	40.71%	38.07%	37.05%	33.31%	32.70%	31.63%
9 Total General Fund Revenue	53,733,509	7,418,833	12,571,593	8,314,288	5,847,489	15,567,322	14,826,663	24,057,899	35,696,934	15,004,282	34,946,295	12,064,725	24,399,061
10 Total General Fund Expenditures	57,107,611	7,427,837	11,388,403	7,821,999	6,312,932	15,305,224	13,096,522	23,549,261	35,706,013	17,049,849	36,762,686	11,969,374	26,100,979



13

Audited Compliance Reports as		14	15	16	17	18	19	20	21	22	23	24	25	26
Districts		William Public School	Waseca Public School	St Peter Public School	New Linn Public School	Redwood Area School	Cleveland Public School - Unaudited	Glencoe-silver Lake School	Belle Plaine Public School	Windom Public School	Sibley East School	Marshall Public School	Jackson County Central School	Albert Lea Public School
1	Unassigned Fund balance	12,566,960	5,262,726	4,543,922	6,352,755	2,308,179	1,429,137	3,891,249	2,413,514	2,601,081	2,334,905	4,402,925	2,337,037	6,653,094
2	Assigned Fund balance	22,010	607,847	2,357,269	4,377	1,163,942	3,475	400,000	1,381,954	359,687	0	968,705	0	0
3	Operating Capital	313,109	448,902	342,671	712,507	1,109,959	0	708,230	453,519	1,062,441	70,751	345,628	403,423	106,797
4	LTM	338,751	618,731	(87,883)	509,314	749,994	(44,595)	288,810	549,193	911,608	(41,763)	1,236,276	488,764	(250,614)
5	Others categorials	1,179,747	970,008	60,981	221,614	6,634	242,685	126,893	357,025	418,486	46,640	517,096	166,551	728,068
6	Fund Balance to figure SOD	14,608,844	6,230,652	6,938,208	6,692,776	3,541,291	1,432,612	4,291,249	3,918,787	3,107,335	2,358,690	5,384,125	2,459,325	6,985,025
7	Expenditure to figure SOD	49,894,160	22,219,421	26,614,077	27,266,588	14,424,195	6,159,585	18,489,118	17,097,471	14,499,204	11,568,628	28,888,771	13,461,757	43,896,456
8	SOD Calculation	29.28%	28.04%	26.07%	24.55%	24.55%	23.26%	23.23%	22.92%	21.43%	20.39%	18.64%	18.27%	15.91%
9	Total General Fund Revenue	60,701,766	24,488,478	29,258,847	30,089,333	15,691,124	6,777,422	20,680,277	18,655,778	16,648,955	13,995,767	36,149,001	15,455,343	54,857,014
10	Total General Fund Expenditures	62,917,602	25,812,292	31,096,282	30,538,023	16,155,405	6,960,783	20,860,247	18,974,475	16,909,470	13,537,214	35,710,541	15,131,144	53,330,783

Audited Compliance Reports as		27	28	29	30	31	32	33	34	35	36	37	38
Districts		Dassel-Cokato Public School	Owatonna Public School	St Clair Public School	Jordan Public School	Farhault Public School	Austin Public School	Kasson-Mantorville School	GFW Public Schools	Nicollet Public School	Mankato Public School	LeSueur Henderson School	St James Public School
1	Unassigned Fund balance	3,582,574	8,105,324	1,036,684	2,820,750	6,712,060	6,002,867	1,199,672	1,068,037	492,120	9,552,314	995,857	1,026,198
2	Assigned Fund balance	52,035	0	0	0	318,827	2,224,980	1,042,542	0	38,394	690,000	69,784	13,621
3	Operating Capital	894,180	1,016,515	0	36,289	300,670	508,012	475,400	0	0	3,770	96,978	46,852
4	LTFM	997,182	2,812,205	527,473	587,972	(6,473)	891,312	(219,274)	376,706	222,871	1,657,890	49,694	140,486
5	Others categorials	501,679	2,289,582	59,347	326,187	94,633	255,653	22,874	88,343	98,329	3,955,740	192,317	529,594
6	Fund Balance to figure SOD	3,679,333	8,652,210	1,059,345	3,027,688	7,073,943	8,526,933	2,807,270	1,068,037	547,517	10,324,253	1,068,985	1,152,006
7	Expenditure to figure SOD	23,421,059	55,135,079	6,997,696	20,112,032	47,653,987	62,714,278	20,726,490	8,902,801	4,585,772	96,448,621	11,112,526	12,143,373
8	SOD Calculation	15.71%	15.69%	15.14%	15.05%	14.84%	13.80%	13.54%	12.00%	11.94%	10.70%	9.62%	9.49%
9	Total General Fund Revenue	26,644,607	68,937,170	8,578,500	22,975,551	59,125,868	78,966,994	23,837,372	10,720,839	4,955,838	122,915,685	11,910,687	15,170,486
10	Total General Fund Expenditures	26,517,360	65,526,959	8,330,539	22,590,190	59,422,618	77,945,035	24,098,433	9,831,502	5,213,909	115,046,707	12,334,328	14,152,602



## ADDENDUM

### REGULAR BOARD MEETING February 23, 2023 SPCC-Governor's Room 6:30PM

---

#### VII. ACTION ITEMS

<b>2. AGENDA ITEM #2</b>
--------------------------

**Subject:** Consider Policies with MSBA Revisions or Annual Review Requirements for Approval with a Single Reading

**Action:** Requires a Motion

**Background:** The following policies were reviewed by the Policy Committee and brought forward for a single reading. No changes have been recommended:

- 506 Student Discipline
- 722 Public Data Requests
- 410 Family and Medical Leave Policy
- 413 Harassment and Violence
- 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse
- 415 Mandated Reporting of Maltreatment of Vulnerable Adults
- 514 Bullying Prohibition Policy
- 522 Student Sex Nondiscrimination
- 524 Internet Acceptable Use and Safety Policy
- 616 School District System Accountability

**Presentation:** Superintendent of Schools  
Policy Committee

**Options/Recommendation:** I recommend approving these policies.

## 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, [Minn. Stat. §§ 121A.40-121A.56](#). [Minnesota Statutes sections 121A.40-121A.56](#).

In view of the foregoing and in accordance with [Minn. Stat. § Minnesota Statutes sections 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. AREAS OF RESPONSIBILITY

- A. The School Board. 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 his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

- 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. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- 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 his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- 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 academic progress, behavior, and attendance 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.

#### **IV. STUDENT RIGHTS**

All students have the right:

- A. to an education and to learn.
- B. to feel safe and included.
- C. to think freely and ask questions

#### **V. STUDENT RESPONSIBILITIES**

All students, as appropriate for their grade level and individual programs, 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. (Section IV. Student Rights)

**VI. 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 socially offensive language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for monetary 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 Acceptable Use and Safety Policy;
22. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;
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' 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.

## **VII. 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 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.

**VIII. 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. "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.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration,

requires removal of the student from class.

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.

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

- 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 Ffrom a Class.**
1. A student will be removed from class only upon agreement of the appropriate teacher and Principal or Principal's designee resulting in an informal conference with the student. The decision to remove a student will ultimately be the responsibility of the Principal or Principal's designee. All attempts should be made to keep the student in class by redirecting, providing space, time, and positive reinforcement before seeking approval to remove the student.
  2. Staff will attempt to follow the procedures above; however, a student can be removed without an informal conference if the student has or will create an immediate and substantial danger to himself/herself or to persons or property. The teacher will need to notify the office immediately for assistance or to let the office know the student has been removed.
  3. The length of the removal is at the discretion of the principal or principal's designee after consultation with the teacher, subject to the provisions of Minn. Pupil Fair Dismissal Act.
  4. All classroom removals are documented within each school. Major infractions will be documented in Infinite Campus.
- D. **Responsibility for and Custody of a Student Removed Ffrom Class.**
1. Each building will have designated spaces for students to go to when removed from class. Upon approval from Principal or Principal's designee, the teacher will direct the student to the appropriate space.
  2. The teacher will notify the appropriate support staff or principal if the student is on the way.
  3. The teacher will seek assistance from support staff or principal if the student needs to be supervised.
  4. Students will be directed to the appropriate space for a conference with support staff, principal or principal's designee.
  5. A student removed from class is the responsibility of the principal or principal's designee.
- E. **Procedures for Return of a Student to a Class Ffrom Which the Student Was Removed.**

1. The principal or principal's designee will use PBIS strategies and restorative approaches to develop a readmission plan in addition to completing the necessary disciplinary consequences and appropriate documentation.
  2. The principal or principal's designee readmits the student pursuant to the readmission plan.
- F. Procedures for Notification.**
1. The principal or designee will determine the need for and method of notification to parent or guardian.
  2. The principal or principal's designee will work with the teacher to notify the student of the violation of the discipline rules, resulting disciplinary action, and readmission plan.
- G. Students with an Individual Education Plan (IEP)**
1. The principal or principal's designee will determine whether the student's removal from class requires a meeting to review the adequacy of the student's current IEP or whether there is need for further assessment. The principal or principal's designee is encouraged to consult with the superintendent and/or director of special education.
  2. The principal or principal's designee will notify the case manager of the removal from class, reason(s) for removal, and determine if there is a need for any IEP services or a need for an IEP meeting to be scheduled.
- H. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.**
1. Principal or principal's designee will notify support services personnel of any chemical abuse problems. Administration is encouraged to work with the school health staff throughout the process.
  2. Teachers with concerns of student(s) chemical abuse will notify principal, principal's designee or support services personnel of their concerns pursuant to ~~Minn. Stat. §~~ **Minnesota Statutes section 121A.29.**
    - a. Establishment of a chemical abuse preassessment team pursuant to ~~Minn. Stat. §~~ **Minnesota Statutes section 121A.26;**
    - b. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to ~~Minn. Stat. §~~ **Minnesota Statutes section 121A.29.**
- I. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.**
1. Principal or principal's designee will make the necessary arrangements with the appropriate staff for immediate interventions tied to the violation of the code of student conduct.
- J. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.**
1. The principal or designee will review the following:
    - a. Any procedures or services appropriate for encouraging early involvement of parents or guardians to improve the student's behavior;
    - b. Any procedures or services determined appropriate for encouraging early detection of behavioral problems should be discussed with the parent or guardians;

**K. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.**

1. Whether the student may need to be referred to the MTSS team for further interventions ties to increasing positive behaviors;
2. The appropriateness of referring the student to the chemical abuse pre assessment team;
3. The appropriateness of studying the student's behavior through a functional behavioral assessment.

**IX. 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 provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- 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. Suspension Procedures

1. "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.
2. 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.

3. 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. 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.
4. 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<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.
5. The school administration shall implement alternative educational services when the suspension exceeds five (5) 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 [Minn. Stat. § Minnesota Statutes section 123A.05](#) selected to allow the student to progress toward meeting graduation standards under [Minn. Stat. § Minnesota Statutes section 120B.02](#), although in a different setting.
6. 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.
7. 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. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
  - b. petition the juvenile court that the student is in need of services under ~~Minn. Stat. § Minnesota Statutes chapter~~ 260C.
8. 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.
  9. 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, ~~Minn. Stat. § Minnesota Statutes section~~ 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.
  10. 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) days.

D. Expulsion and Exclusion Procedures

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.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, ~~Minn. Stat. § Minnesota Statutes section~~ 121A.40-121A.56.
4. 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.
5. 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, ~~Minn. Stat. § Minnesota Statutes section~~ 121A.40-121A.56; describe alternative educational services 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 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 the Minnesota Department of Education (MDE).

6. 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.
7. 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.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. 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.
17. 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 Education (Commissioner) of the basis and reason for the decision.

18. 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 ~~Minn. Stat. §~~ Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. 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.
20. 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.
21. 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.

#### **X. ADMISSION OR READMISSION PLAN**

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with ~~Minn. Stat. §~~ Minnesota Statutes section 120B.232, ~~Subd. subdivision~~ 1, and require 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.

#### **XI. 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 physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault 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 student's age, grade, gender, race, and special education status.

#### **XII. 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, ~~Minn. Stat. § Minnesota Statutes section~~ Ch. 13.

### **XIII. DISABLED 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.

### **XIV. OPEN ENROLLED STUDENTS**

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (~~Minn. Stat. § Minnesota Statutes section~~ 124D.03) or Enrollment in Nonresident District (~~Minn. Stat. § 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 (Minn. Stat. Ch. 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.

### **XV. 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.

### **XVI. 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 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.582 (Reasonable Force)  
Minn. Stat. §§ 121A.60-121A.61 (Removal from Class)  
Minn. Stat. § 122A.42 (General Control of Schools)  
Minn. Stat. § 123A.05 (Area Learning Center Organization)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)  
Minn. Stat. Ch.125A (Students with Disabilities)  
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)  
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Court Act)  
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

**Cross References:**

Model Policy 413 (Harassment and Violence)  
Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)  
Model Policy 501 (School Weapons)  
Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
Model Policy 503 (Student Attendance)  
Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
Model Policy 514 (Bullying Prohibition Policy)  
Model Policy 524 (Internet Acceptable Use and Safety Policy)  
Model Policy 525 (Violence Prevention)  
Model Policy 526 (Hazing Prohibition)  
Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)  
Model Policy 610 (Field Trips)  
Model Policy 709 (Student Transportation Safety Policy)  
Model Policy 711 (Video Recording on School Buses)  
Model Policy 712 (Video Surveillance Other Than on Buses)

**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, Minn. Stat. Ch. 13 (MGDPA), and Minn. Rules Parts 1205.0100-1205.2000 in responding to requests for public data.

**III. DEFINITIONS**

~~A. Government Data~~

~~“Government data” means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc.~~

~~B. 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.~~

~~C. Public Data~~

~~“Public data” means 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.~~

~~D. Responsible Authority~~

~~“Responsible authority” means 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.~~

~~E. Summary Data~~

~~“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable.~~

~~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 524.5-102, subdivision 6, "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 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. ~~A requestor is not required to explain the reason for the data request. 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 will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is 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. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
  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 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 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 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 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 pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the 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 of administration'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. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

### **VIII. COSTS**

#### A. Public Data

1. The school district will charge for copies provided as follows:
  - a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.
  - b. More than 100 pages or copies on 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 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 section 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.

### **Data Practices Contacts**

#### **Responsible Authority:**

Superintendent Gronseth  
100 Lincoln Drive, Saint Peter, MN 56082  
507-934-5703  
[bgronseth@stpetersschools.org](mailto:bgronseth@stpetersschools.org)

#### **Data Practices Compliance Official:**

Data Practices Compliance Official:  
Superintendent Gronseth  
100 Lincoln Drive, Saint Peter, MN 56082  
507-934-5703

#### **Data Practices Designee(s):**

Data Practices Designee:  
Sarah Janovsky  
100 Lincoln Drive, Saint Peter, MN 56082  
507-934-5703  
[sjanovsky@stpetersschools.org](mailto:sjanovsky@stpetersschools.org)

#### **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:**

Policy 406 (Public and Private Personnel Data)  
Policy 515 (Protection and Privacy of Pupil Records)

**410 FAMILY AND MEDICAL LEAVE POLICY**

**I. PURPOSE**

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

**II. GENERAL STATEMENT OF POLICY**

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

**III. DEFINITIONS**

A. "Covered active duty" means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 U.S.C. § 101(a)(13)(B).

B. "Covered servicemember" means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

C. "Eligible employee" means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from

work due to or necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee's fulfillment of his or her USERRA-covered service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

- D. "Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.
  
- E. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.
  
- F. "Outpatient status" means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
  - 1. a military medical treatment facility as an outpatient; or
  - 2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
  
- G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:
  - 1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
  - 2. to attend military events and related activities of a covered military member;
  - 3. to address issues related to childcare and school activities of a covered military member's child;
  - 4. to address financial and legal arrangements for a covered military member;
  - 5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
  
  - 6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;

7. to attend post-deployment activities related to a covered military member;
  8. to address parental care needs; and
  9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
- H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:
1. inpatient care in a hospital, hospice, or residential medical care facility; or
  2. continuing treatment by a health care provider.
- I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.
- J. "Veteran" has the meaning given in 38 U.S.C. § 101.

#### **IV. LEAVE ENTITLEMENT**

- A. Twelve-week Leave under Federal Law
1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
    - a. birth of the employee's child and to care for such child;
    - b. placement of an adopted or foster child with the employee;
    - c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;
    - d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or
    - e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
  2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.
  3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.

4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.
5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
  - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and
  - b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:
    - (1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or
    - (2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
    - (3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
    - (4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.
6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition;

because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.

7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.
8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the

leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.

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

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

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

B. Twelve-week Leave under State Law

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed by the employer. The employee may qualify if he or she has worked for the school district for at least 12 months and has worked an average number of hours per week equal to one-half of the full time equivalent during the 12-month period immediately preceding the leave. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the employer so that the total leave does not exceed 12 weeks, unless agreed by the employer, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the employer reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.

2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.
5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

**V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES**

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

the end of the semester.

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

## **VI. OTHER**

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

## **VII. DISSEMINATION OF POLICY**

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

**Legal References:** Minn. Stat. §§ 181.940-181.944 (Parenting Leave)  
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)  
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)  
38 U.S.C. § 101 (Definitions)  
29 C.F.R. Part 825 (Family and Medical Leave Act)

**Cross References:** MSBA Service Manual, Chapter 13, School Law Bulletin "M" (Statutory Provisions Which Grant Leaves to Licensed as well as Non-Licensed School District Employees – Family and Medical Leave Act Summary)

**413 HARASSMENT AND VIOLENCE**

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.
- B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who is found to have violated this policy.

**III. DEFINITIONS**

- A. "Assault" is:
1. an act done with intent to cause fear in another of immediate bodily harm or death;
  2. the intentional infliction of or attempt to inflict bodily harm upon another; or
  3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability when the conduct:
1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
  2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
  3. otherwise adversely affects an individual's employment or academic opportunities.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. Protected Classifications; Definitions
1. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
    - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
    - b. has a record of such an impairment; or
    - c. is regarded as having such an impairment.
  2. "Familial status" means the condition of one or more minors being domiciled with:
    - a. their parent or parents or the minor's legal guardian; or
    - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
  3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
  4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.
  5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

6. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.
  7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.
- F. Sexual Harassment; Definition
1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
    - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
    - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
    - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
  2. Sexual harassment may include, but is not limited to:
    - a. unwelcome verbal harassment or abuse;
    - b. unwelcome pressure for sexual activity;
    - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
    - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
    - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

- f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

- 1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
  - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
  - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
  - c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
  - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

**IV. REPORTING PROCEDURES**

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the

complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. In the District. The school board hereby designates Kelly Jensen 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.<sup>1</sup>
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s)

against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

## **V. INVESTIGATION**

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

**VI. SCHOOL DISTRICT ACTION**

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.
- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

**VII. RETALIATION OR REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

**VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES**

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

**IX. HARASSMENT OR VIOLENCE AS ABUSE**

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, ~~87~~ the duties of mandatory reporting under Minn. Stat.

§ 626.556 may be applicable.

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

**X. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

**Legal References:** Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)  
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
Minn. Stat. § 609.341 (Definitions)  
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)  
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)  
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)  
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)  
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)  
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

**Cross References:** Policy 102 (Equal Educational Opportunity)  
Policy 401 (Equal Employment Opportunity)  
Policy 402 (Disability Nondiscrimination Policy)  
Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
Policy 406 (Public and Private Personnel Data)  
Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
Policy 506 (Student Discipline)

Policy 514 (Bullying Prohibition Policy)  
Policy 515 (Protection and Privacy of Pupil Records)  
Policy 521 (Student Disability Nondiscrimination)  
Policy 522 (Student Sex Nondiscrimination)  
Policy 524 (Internet Acceptable Use and Safety Policy)  
Policy 525 (Violence Prevention)  
Policy 526 (Hazing Prohibition)  
Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

**414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE**

***[Note: This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.]***

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. DEFINITIONS**

- A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
  - 1. is not likely to occur and could not have been prevented by exercise of due care; and
  - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. "Child" means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- E. "Neglect" means the commission or omission of any of the acts specified below, other than by accidental means:
  - 1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health care, medical care, or other care

required for the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;

2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 6, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

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

- F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

- G. "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 125A.0942 or § 245.825.

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

Actions which are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- H. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.

- I. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.

- J. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a current or recent position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).

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

#### **IV. REPORTING PROCEDURES**

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years, to the local welfare agency, police department, county sheriff, tribal social services, or tribal police department. The reporter will include his or her name and address in the report.
- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.

- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

***[Note: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV. A., above, and there is no requirement to file more than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE.]***

## **V. INVESTIGATION**

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

- D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

**VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE**

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency’s intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

**VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE**

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

**VIII. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
 Minn. Stat. § 121A.58 (Corporal Punishment)  
 Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
 Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)  
 Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)  
 Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)  
 Minn. Stat. § 260C.007, Subd. 6, Clause (5) (Child in Need of Protection)  
 Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)  
 Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)  
 Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)

Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)  
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)  
Minn. Stat. § 609.379 (Reasonable Force)  
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)  
Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

**Cross References:** Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

**415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS**

***[Note: This policy reflects the mandatory law regarding reporting maltreatment of vulnerable adults and is not discretionary in nature.]***

**I. PURPOSE**

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

**III. DEFINITIONS**

- A. "Mandated Reporters" means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.
- B. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.
- C. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 17.
- D. "Abuse" means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could

reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 2.

- E. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.
- F. "Vulnerable Adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under Minn. Stat. Ch. 245A, except as excluded under Minn. Stat. § 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or type of service received possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to adequately provide the person's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.
- G. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.
- H. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.
- I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

#### **IV. REPORTING PROCEDURES**

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data* as defined under Minn. Stat. § 13.02 to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

#### **V. INVESTIGATION**

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

#### **VI. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy shall appear in school personnel handbooks where appropriate.
- B. The school district will develop a method of discussing this policy with employees where appropriate.
- C. This policy shall be reviewed at least annually for compliance with state law.

**Legal References:** Minn. Stat. § 13.02 (Collection, Security, and Dissemination of Records; Definitions)  
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)  
Minn. Stat. §§ 609.221-609.224 (Assault)

Minn. Stat. § 609.234 (Crimes Against the Person)  
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)  
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)  
Minn. Stat. § 609.341 (Definitions)  
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)  
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)  
Minn. Stat. § 626.5572 (Definitions)  
*In re Kleven*, 736 N.W.2d 707 (Minn. App. 2007)

**Cross References:** Policy 103 (Complaints – Students, Employees, Parents, Other Persons)  
Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)  
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
Policy 406 (Public and Private Personnel Data)  
Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

**514 BULLYING PROHIBITION POLICY**

**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 on school premises, on school district property, at school functions or activities, or on school transportation. 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.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages 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.

- G. 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 as defined in this policy.

- 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. "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.
- F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "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.
- H. "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 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 shall take into account the factors specified in Section II.F. of this policy. 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(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) 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.
- 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. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

## **VII. TRAINING AND EDUCATION**

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall 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 Minn. Stat. § 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. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. 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.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

#### **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 Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and

Parents under the Safe and Supportive Minnesota Schools Act)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. Ch. 124E (Charter School)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

**Cross References:**

Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
Policy 413 (Harassment and Violence)  
Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
Policy 423 (Employee-Student Relationships)  
Policy 501 (School Weapons Policy)  
Policy 506 (Student Discipline)  
Policy 507 (Corporal Punishment)  
Policy 515 (Protection and Privacy of Pupil Records)  
Policy 521 (Student Disability Nondiscrimination)  
Policy 522 (Student Sex Nondiscrimination)  
Policy 524 (Internet Acceptable Use and Safety Policy)  
Policy 525 (Violence Prevention)  
Policy 526 (Hazing Prohibition)  
Policy 529 (Staff Notification of Violent Behavior by Students)  
Policy 709 (Student Transportation Safety Policy)  
Policy 711 (Video Recording on School Buses)  
Policy 712 (Video Surveillance Other Than on Buses)

## **522 TITLE IX SEX DISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS**

### **I. PURPOSE**

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

### **II. GENERAL STATEMENT OF POLICY**

- A. 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.
- B. Every school district employee shall be responsible for complying with this policy.
- C. The school board hereby designates Kelly Jensen, 504 Coordinator, 2121 W. Broadway, Saint Peter, MN 56082, 507-934-4212 ext. 6105, [kjensen@stpeterschools.org](mailto:kjensen@stpeterschools.org) as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

### **III. REPORTING GRIEVANCE PROCEDURES**

- A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.
- B. In Each School Building. The building principal is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.
- C. Upon receipt of a report or grievance, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal 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 principal

to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, 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. The school board hereby designates Kelly Jensen, 504 Coordinator, 2121 W. Broadway, Saint Peter, MN 56082, 507-934-4212 ext. 6105, [kjensen@stpeterschools.org](mailto:kjensen@stpeterschools.org) as the school district human rights officer(s) to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- E. The school district shall conspicuously post the names of the Title IX coordinator and human rights officer(s), including office addresses and telephone numbers and work e-mail addresses.
- F. Submission of a good faith complaint, grievance, or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades, or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, 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 conform with any discovery or disclosure obligations.

#### **IV. INVESTIGATION**

- A. By authority of the school district, the human rights officer, upon receipt of a report, complaint, or grievance alleging unlawful sex discrimination toward a student, shall promptly 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 complainant, pupils, teachers, administrators, or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.
- E. 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.

#### **V. SCHOOL DISTRICT ACTION**

- A. Upon conclusion of the investigation and 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. 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.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

#### **VI. REPRISAL**

The school district will discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who retaliates against any person who reports alleged unlawful sex discrimination toward a student or any person who testifies, assists, or participates in an investigation, or who testifies, assists, or participates in a proceeding or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

#### **VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES**

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law, or contacting the Office of Civil Rights for the United States Department of Education.

#### **VIII. DISSEMINATION OF POLICY AND EVALUATION**

- A. This policy shall be made available to all students, parents/guardians of students, staff members, employee unions, and organizations.
- B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

**Legal References:** Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

**Cross References:** Policy 102 (Equal Educational Opportunity)  
Policy 413 (Harassment and Violence)  
Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

**524 INTERNET ACCEPTABLE USE AND 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 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. 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 Policy 515; 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 Policy 515.

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," "Twitter," "Instagram," "Snapchat," and "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.
  - 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.

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 (MSBA/MASA Model Policy 514). 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.
- B. 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 include, but are not limited to, situations where the school district system is compromised or if a school district employee or student is negatively impacted. 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

### **ALTERNATIVE NO. 3**

***School districts which 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 which 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 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 have the right at any time to investigate or review the contents of their child's files and e-mail files. 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 Minn. Stat. Ch. 13 (the 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 Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.
  - 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. 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:** 15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)  
17 U.S.C. § 101 *et seq.* (Copyrights)  
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))  
47 C.F.R. § 54.520 (FCC rules implementing CIPA)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 125B.15 (Internet Access for Students)  
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)  
*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)  
*United States v. Amer. Library Assoc.*, 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)  
*Doninger v. Niehoff*, 527 F.3d 41 (2<sup>nd</sup> Cir. 2008)  
*R.S. v. Minnewaska Area Sch. Dist. No. 2149*, No. 12-588, 2012 WL 3870868 (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 (8<sup>th</sup> Cir. 2012)  
*Kowalski v. Berkeley County Sch.*, 652 F.3d 565 (4<sup>th</sup> Cir. 2011)  
*Layshock v. Hermitage Sch. Dist.*, 650 F.3d 205 (3<sup>rd</sup> Cir. 2011)  
*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:** Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
Policy 406 (Public and Private Personnel Data)  
Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)

Policy 506 (Student Discipline)  
Policy 514 (Bullying Prohibition Policy)  
Policy 515 (Protection and Privacy of Pupil Records)  
Policy 519 (Interviews of Students by Outside Agencies)  
Policy 521 (Student Disability Nondiscrimination)  
Policy 522 (Student Sex Nondiscrimination)  
Policy 603 (Curriculum Development)  
Policy 604 (Instructional Curriculum)  
Policy 606 (Textbooks and Instructional Materials)  
Policy 806 (Crisis Management Policy)  
Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

## **616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**

### **I. GENERAL STATEMENT OF POLICY**

The School Board has established a comprehensive process to provide the School District direction for the educational program. The School Board annually reviews the goals.

### **II. GUIDELINES**

#### **A. Establishment of Goals, Implementation, and Evaluation**

1. For each area of the School District curriculum, measurable learner outcomes will be developed.
2. The licensed professional staff of the School District shall develop a process for achieving the goals of the School District, procedures for evaluating the goals, and procedures for reporting progress toward the goals. This process shall include a five-year curriculum review cycle adopted by the School Board, utilization of standardized test information, state assessment test information, opinions of students, parents/guardians, and other School District residents, and any other appropriate evaluation information.
3. An advisory committee shall be established to advise the School District and assist in the implementation of the curriculum improvement process, instructional strategies, course offerings, and the requirements of the World's Best Workforce. Roles and responsibilities for this advisory committee shall be developed by the School District staff. The advisory committee shall include administrative staff, teachers, students, parents/ guardians, and other residents of the community. and to the extent possible, shall reflect the diversity of the school district.
4. In each academic year, the School District school improvement committee shall submit to the School Board a list of prioritized recommendations that were developed through the approved review cycle. The School Board shall adopt annual recommendations for school improvement based on their review of the school improvement committee recommendations.
5. As a part of the process, the School District staff shall consider the needs of all students in the School District including, but not limited to, students with special needs and English Language Learners.
6. Each year the School Board shall review instructional improvement plans developed for each site in the School District. A staff development advisory committee made up of teachers representing various grades and departments at each site shall participate in developing these school-wide improvement plans.

#### **B. Reporting**

1. Each year the School District staff shall prepare a report focused on curriculum, instruction, and student performance.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.35 (Student Achievement Levels)  
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)  
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.04 (Site Decision Making Agreement)  
Minn. Stat. § 123B.147, Subd. 3 (Principals)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (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:** Policy 104 (School District Mission Statement)  
Policy 601 (School District Curriculum and Instruction Goals)  
Policy 613 (Graduation Requirements)  
Policy 614 (School District Testing Plan and Procedure)  
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
Policy 617 (School District Ensurance of Preparatory and High School Standards)  
Policy 618 (Assessment of Student Achievement)  
Policy 619 (Staff Development for Standards)  
Policy 620 (Credit for Learning)



## ADDENDUM

### REGULAR BOARD MEETING February 23, 2023 SPCC-Governor's Room 6:30PM

---

#### VIII. INFORMATION ITEMS

<b>1. AGENDA ITEM #1</b>
--------------------------

**Subject:** Social Emotional Learning Curriculum Pilot

**Background:** The district strategic plan includes goals pertaining to social emotional learning. This year's action plan includes researching and adopting a social emotional learning curricula. A district-wide committee has been researching and reviewing programs. A program has been recommended and a pilot program is being implemented to try the recommended curriculum before recommending it for purchase.

**Presentation:** Superintendent Gronseth, Annette Engeldinger, Jana Sykora

# Character Strong

PurposeFULL People (PK-5)	SSEL Middle School (6-8)	SSEL High School (9-12)
<a href="#">PK-5 CASEL and ASCA Alignment</a>	<a href="#">6-8 CASEL and ASCA Alignment</a>	<a href="#">9-12 CASEL and ASCA Alignment</a>
<a href="#">K-5 Scope &amp; Sequence</a> <a href="#">K-5 Curriculum Visuals</a>	<a href="#">6-8 Scope &amp; Sequence</a>	<a href="#">9-12 Scope &amp; Sequence</a>
<a href="#">Grade 2 Empathy</a>  Sort the situation	<a href="#">Grade 6 Session 7 Overview</a>  Video for teachers to prep them for the lesson	<a href="#">Grade 9 Session 7 Overview</a>  Video for teachers to prep them for the lesson
<a href="#">Empathy Sing Along</a>  Video for students	<a href="#">Top 3</a> - video for students used in grade 6 session 7 lesson	
<a href="#">Empathy Newsletter</a> for family communication		

## Standards Alignment:

- **CASEL:** Collaborative for Academic, Social and Emotional Learning is a multidisciplinary network that includes researchers, educators, practitioners, and child advocates across the country who are passionately committed to make social and emotional learning (SEL) part of a high-quality and equitable education for all.
- **ASCA:** American School Counselor Association Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

**Character Strong Gym:** A library of social & emotional and character development resources for educators, administrators, students, and families

**Video & Activity Libraries:** Filter by grade level, group size, time, comfort, and topic to quickly locate a video or activity that sparks meaningful conversation and experiential learning. Use with students, staff, clubs, athletic teams, and more!

**Downloadable Posters:** Create a shared brand and mission with downloadable posters to display throughout the hallways and classroom!

**Supports Restorative Practices:** Discover 5 research-backed strategies related to restorative practices that help ensure all students are supported and conflict is managed thoughtfully and equitably on your campus.

**Professional Development:** There are two hours of live, virtual professional development included for each program. On-demand PD is also available on the website. Members may sign up for live and interactive webinars focused on SEL, character development, school culture and more. Members also have access to the CharacterStrong Podcast and CharacterStrong Weekly which is a weekly 2 to 3 minute video with a low-burden, high-impact strategy to transform your teachers' daily work.

**Implementation Roadmap:** With the purchase of curriculum, each CharacterStrong user is provided the Implementation Roadmap ([overview here](#)). This tool is an interactive resource that provides step by step training in implementation science that supports teams to getting implementation right. The tool provides training modules, interactive tools and relevant resources to guide your team along at a pace that works for you.

**Tier II Interventions:** CharacterStrong also has Tier II curriculum that can be purchased for an additional cost at the elementary (PK-5), middle (6-8) and/or high school (9-12) levels. This would include student and adult screening tools, triage tools, specific group curricula, and tools for progress monitoring. Click [here](#) for two examples of tier II interventions.

Name of Program	<p><b>Character Strong</b></p> <ul style="list-style-type: none"> <li>• <b>PurposeFull People (PK-5)</b></li> <li>• <b>Secondary SEL (6-12)</b></li> </ul>
What grades/ages does it have the potential to cover?	<b>PK-12</b>
What does school-wide implementation look like? Frequency/time?	<p><b><i>With the purchase of the curriculum, each CharacterStrong use is provided with the Implementation Roadmap. This tool is an interactive resource that supports teams in getting implementation right. The tool provides training modules, interactive tools, and relevant resources to guide the team along.</i></b></p> <p><b><i>In-person staff development for implementation is also available.</i></b></p> <p><b><i>Schoolwide implementation PK-4 would look like homeroom teachers presenting lessons weekly. 5-12 implementation would be done weekly in advisory (5-8) and during Saints Time (9-12).</i></b></p>
What program approaches are evident in your research?	<input checked="" type="checkbox"/> Integration of SEL (lessons and/or practices) and academic instructional content and practices (such as an ELA, social studies, or mathematics curriculum that incorporates SEL lessons or practices).  <b><u>Limited options available in “the gym”</u></b>
	<input checked="" type="checkbox"/> Free-standing lessons that are explicitly designed to enhance students’ social and emotional competencies (such as a lesson that teaches students strategies for coping with stress or anxiety).
	<input checked="" type="checkbox"/> Organizational strategies designed to create schoolwide structures and supports that promote students’ social and emotional development, including a schoolwide culture conducive to learning.
	<input checked="" type="checkbox"/> Teaching practices designed to create optimal conditions for the development of social and emotional competence, including strategies that promote reflection by students or build positive and supportive relationships in the classroom.
What classroom strategies are evident in your research?	<input checked="" type="checkbox"/> SEL lessons: Presentation of an SEL concept or competency, discussion and/or reflection, and opportunities to practice.
	<input type="checkbox"/> Instructional practices: Guidance around instructional practices that promote SEL, such as asking reflective questions, cooperative

	learning, or project-based learning.
	<input checked="" type="checkbox"/> Relationship building: Guidance on creating positive and supportive relationships between teachers and students and among students themselves.
	<input checked="" type="checkbox"/> Positive classroom management: Guidance around creating supportive, developmentally appropriate environments where expectations are clear, and teachers communicate high regard for all students' abilities. This includes guidance on the use of restorative practices.
	<input checked="" type="checkbox"/> SEL generalization: Suggestions for taking advantage of “teachable moments” beyond the SEL lesson and creating opportunities for students to practice their new competencies in authentic contexts.
	<input type="checkbox"/> Shared agreements: Suggestions to involve all students in co-creating a set of classroom goals, norms, or behavioral guidelines.
What school strategies are evident in your research?	<input checked="" type="checkbox"/> Systemic support for SEL: Guidelines for building a schoolwide sense of community and/or to support SEL planning, implementation, and sustainability.
	<input checked="" type="checkbox"/> Adult SEL: Guidance for supporting adult competency development and capacity to model SE competencies and/or promoting adult well-being.
	<input checked="" type="checkbox"/> Group structures: Guidance for organizing all the students in the school or grade level into small groups that meet regularly with an adult leader for the purpose of social and emotional explorations and development. <b><i>Tier II curriculum will be available for purchase by the 23-24 school year that would allow for group structures.</i></b>
	<input type="checkbox"/> Peer mentoring: Guidance for cross-age or cross-subjects peer mentoring to provide academic support and/ or enhance students' sense of connection to peers.
	<input checked="" type="checkbox"/> Student supports: Guidance for working with students who need additional support in tier 2 or tier 3 settings.
What strategies for family and caregivers are evident?	<input checked="" type="checkbox"/> Family engagement component: Guidance for communicating directly with families and caregivers through informational sessions on SEL, two-way communication structures, and/ or sharing around the school's SEL rollout plans. <b><i>Pre-made newsletters and handouts for families at all levels.</i></b>
	<input type="checkbox"/> School involvement: Guidance for actively engaging and including families as valuable members of the school community, including soliciting parent input and inviting them to help design school events.

	<input type="checkbox"/> Connecting families with community supports: Guidance for connecting families with community partners to help families access social and emotional supports outside of school.
	<input checked="" type="checkbox"/> Activities and resources for home: Activities that involve parents/caregivers and extend SEL into the home in culturally responsive ways or informational resources that can be sent home to connect families to their student's learning.
	<input checked="" type="checkbox"/> Individualized communication: Program materials include strategies for communicating with all families about their children's progress.
<p>What community-based strategies are evident?</p>	<input type="checkbox"/> Service learning: Guidance for engaging students in service activities that highlight for them their power and potential to make concrete contributions to the lives of others in their community.
	<input type="checkbox"/> Community partnerships: Guidance for creating meaningful partnerships with community groups, local organizations, and/or local businesses.
	<input type="checkbox"/> Community volunteer activities: Guidance for creating activities in which students spend time engaged in meaningful school- or community-based volunteer work.
<p>What strategies that support educational equity are evident?</p>	<input checked="" type="checkbox"/> Understanding context: Activities or sessions during initial training and/or ongoing implementation support that explicitly facilitate teachers and other school staff learning about the cultural backgrounds, history, everyday experiences, and perspectives of the students and families with whom they work. <b>some</b>
	<input type="checkbox"/> Working with bias: Activities or sessions during initial training and/or ongoing implementation support that focus on increasing awareness of, and ways to effectively remedy, the negative effects of teacher and staff biases and assumptions about themselves and/or others.
	<input type="checkbox"/> Youth action projects: Opportunities for students to critically examine root causes of inequity and/or develop projects that co-create solutions to community and social problems in developmentally appropriate ways.
	<input checked="" type="checkbox"/> Customizing for context: Program materials include strategies for teachers to reflect on the context in which they are teaching and/or solicit student perspectives and adjust lessons and instructional practice accordingly.
<p>Concerns and/or gaps identified?</p>	<p>PurposeFull people goes through grade 5, so there will be two different curricula at the middle school level. Grade 5 materials may need to be adjusted to fit the middle school advisory model or the 5th grade advisory model would need to be adjusted to fit PurposeFull people.</p>

Other notes	<p><i>At the PK-5 level, there are 5 min, 15 min and 30 min options for each lesson. There are weekly themes that can be adapted for weekly advisory meetings in 5th grade.</i></p> <p><i>There are unique lessons for each grade level PK-12</i></p> <p><i>There are materials available for extension on topics</i></p> <p><i>Teachers commented positively on the layout and variety of lessons</i></p> <p><i>“Not another prep” - very turnkey</i></p> <p><i>Regina used in previous district and feedback was positive</i></p> <ul style="list-style-type: none"><li><i>• Student feedback correlated with teacher implementation which was related to teacher buy-in.</i></li><li><i>•</i></li></ul> <p><i>25 lessons/year at the HS level, 35 lesson/year at the MS level</i></p> <p><i>Counselors like the Tier II group options (topic-based, skill-based)</i></p>
-------------	---



## ADDENDUM

### REGULAR BOARD MEETING February 23, 2023 SPCC-Governor's Room 6:30PM

---

#### VIII. INFORMATION ITEMS

##### **2. AGENDA ITEM #2**

**Subject:** First Reading of Revisions to Policy Manual

**Background:** The following policies were reviewed by the Policy Committee and Education Committee and brought forward for a first reading:

613 Graduation Requirements  
620 Credit for Learning

Both of these policy revisions are related to a change in local course requirements.

**Presentation:** Superintendent Gronseth  
Policy Committee

## **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. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- B. "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.
- C. "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.
- D. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- E. "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.

### **IV. DISTRICT ASSESSMENT COORDINATOR**

Darin Doherty shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

### **V. GRADUATION ASSESSMENT 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:

- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and
- B. Consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), 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.
- C. 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.
- D. Students meeting the state graduation requirements under this section 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.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district 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 to graduate from high school.
- F. 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. Four ~~and a half~~ credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Four credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- C. An algebra I credit by the end of 8<sup>th</sup> grade sufficient to satisfy all of the 8<sup>th</sup> grade standards in mathematics;
- D. Four credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;

- E. Three and one-half credits of social studies, 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;
- F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; ~~and~~
- G. ~~One and one-half credit of Physical Education sufficient to satisfy all of the state or local academic standards in Physical Education;~~
- H. ~~One-half credit of Health sufficient to satisfy all of the state or local academic standards in Health; and~~
- I. A minimum of ~~eight~~ **nine** elective credits.
- J. Credit equivalencies
  - 1. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under Paragraph E., 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 D., 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 D., 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 or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.

**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.
 

\* 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 Graduation 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, 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 Minn. Stat. § 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.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)  
Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)  
Minn. Stat. § 120B.07 (Early Graduation)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (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:** Policy 104 (School District Mission Statement)  
Policy 601 (School District Curriculum and Instruction Goals)  
Policy 614 (School District Testing Plan and Procedure)  
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs,  
Section 504 Plans, and LEP Students)  
Policy 616 (School District System Accountability)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 620

Orig. 1998

Revised: \_\_\_\_\_

Rev. 2022

## 620 CREDIT FOR LEARNING

~~*[Note: School districts statutorily are required to provide students with credit for approved post-secondary courses, as set forth in Section V.; online learning courses, as set forth in Section VI.; and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in Section IV., are not required by statute. Therefore, the language contained in Section IV. is suggested language, and a school district may or may not include this section or may modify this section at its discretion.]*~~

### I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, other learning environments, and online courses and programs.

### III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. "Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- C. "Commissioner" means the Commissioner of MDE.
- D. "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- E. "Eligible institution" means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an

opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

- F. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. "Online learning" is a form of digital learning delivered by an approved online learning provider.
- H. "Online learning provider" is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

#### **IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS**

##### **A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools**

- 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
- 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least ~~[insert number]~~ three (3) credits from the school district.

##### **B. Transfer of Academic Requirements from Other Schools**

- 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
  - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
  - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least ~~[insert number]~~ three (3) credits from the school district.
  - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
  - ~~d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.~~

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
  - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
  - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
  - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
  - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
  - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

**V. POST-SECONDARY ENROLLMENT CREDIT**

- A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minnesota Statutes section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
  1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
  2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
  3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
  4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable

to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.

~~C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.~~

## **VI. CREDIT FROM ONLINE LEARNING COURSES**

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

## **VII. ADVANCED ACADEMIC CREDIT**

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

**VIII. WEIGHTED GRADES**

***[Note: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies.]***

~~A. The school district does not offer weighted grades.~~

***[or]***

~~A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:~~

***[List the types of courses that will be awarded weighted grades and the multiplier, similar to the following examples.]***

~~1. A grade awarded in an Advanced Placement course will be multiplied by a factor of \_\_\_\_\_ (i.e., 1.07).~~

~~2. A grade awarded in an Honors course will be multiplied by a factor of \_\_\_\_\_.~~

~~3. A grade awarded in a College In the Schools course will be multiplied by a factor of \_\_\_\_\_.~~

~~4. A grade awarded in a course taken through a Post-Secondary Enrollment Options program will be multiplied by a factor of \_\_\_\_\_.~~

~~5. A grade awarded in a course in a dual enrollment course will be multiplied by a factor of \_\_\_\_\_.~~

~~B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.~~

~~A. Saint Peter High School awards grade points based on the 4.0 credit scale. In addition, Advanced Placement (AP) and concurrent enrollment courses taken at Saint Peter High School will have bonus grade points.~~

~~1. Grade points are awarded and calculated into the cumulative grade point average when credits are entered on the transcript.~~

~~2. Bonus points are not awarded for courses taken at other institutions.~~

<u>Earned Grade</u>	<u>Grade Points Awarded</u>	<u>Bonus Points ____ (AP &amp; concurrent)</u>
<u>A</u>	<u>4.0</u>	<u>.03</u>
<u>A-</u>	<u>3.7</u>	<u>.0267</u>
<u>B+</u>	<u>3.3</u>	<u>.0233</u>
<u>B</u>	<u>3.0</u>	<u>.02</u>
<u>B-</u>	<u>2.7</u>	<u>.0167</u>
<u>C+</u>	<u>2.3</u>	<u>.0133</u>
<u>C</u>	<u>2.0</u>	<u>.01</u>

<u>C-</u>	<u>1.7</u>	
<u>D+</u>	<u>1.3</u>	
<u>D</u>	<u>1.0</u>	
<u>D-</u>	<u>.7</u>	
<u>F</u>	<u>0</u>	

**IX. PROCESS FOR AWARDING CREDIT**

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student’s parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student’s parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal’s decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student’s parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district’s decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)  
Minn. Stat. § 120B.14 (Advanced Academic Credit)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.445 (Nonpublic Education Council)  
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)  
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)  
Minn. Stat. § 124D.095 (Online Learning Option)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for

Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

**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 613 \(Graduation Requirements\)](#)  
[MSBA/MASA Model Policy 614 \(School District Testing Plan and Procedure\)](#)  
[MSBA/MASA Model Policy 615 \(Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students\)](#)  
[MSBA/MASA Model Policy 616 \(School District System Accountability\)](#)  
[MSBA/MASA Model Policy 618 \(Assessment of Student Achievement\)](#)  
[MSBA/MASA Model Policy 624 \(Online Learning Options\)](#)

~~MSBA/MASA Model Policy 104 (School District Mission Statement)~~  
~~MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)~~  
~~MSBA/MASA Model Policy 613 (Graduation Requirements)~~  
~~MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)~~  
~~MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)~~  
~~MSBA/MASA Model Policy 616 (School District System Accountability)~~  
~~MSBA/MASA Model Policy 618 (Assessment of Student Achievement)~~  
~~MSBA/MASA Model Policy 624 (Online Learning Options)~~