SAINT PETER SCHOOL BOARD
Regular Board Meeting
Wednesday, August 20, 2025
SPCC-Governor's Room, 600 S. 5th St., Saint Peter, MN 56082
5:00 PM

I. **Call Meeting to Order**
II. **Pledge of Allegiance**
III. **Consideration and Adoption of the Agenda**
IV. **Consider Requests to Speak on the Agenda**
V. **Approval of Consent Agenda Items** **3**
VI. **Student Spotlight / Student Council Report**
1. Student Spotlight - N/A
2. Student Council Report - N/A

VII. **Action Items**

1. Consider Acceptance of Gifts, Donations and Grants	53
2. Consider Adoption of Student/Parent Handbooks for 2025-2026	59
3. Consider Adoption of Changes to the 2025-2026 Mobile Device Handbook	775
4. Consider Adoption of Changes to the 2025-2026 Crisis Management Plans	790
5. Consider Approval of Adult Meal and Second Entrée Prices for 2025-2026	1158
6. Consider Approval of Behavior And Reading Support Assistants Individual Contracts	1160
7. Consider the approval of a Resolution for the MSBA Legislative Platform	1177
8. Consider Policies for Approval with a Single Reading	1184

VIII. **Information Items**

1. First Reading of Revisions to the Policy Manual	1244
2. South Elementary Breakfast/Snack Schedule	1284
3. Saint Peter Facilities Use Terms and Conditions Agreement	1285
4. Building and Grounds Update	1288

IX. **Reports**
1.
1. Building Principals
2. Superintendent of Schools
3. Board Members -
    a. Around the Table
4. Board Committee Updates -
    a. Education Committee
    b. Business Committee
    c. Policy Committee

d. HR Committee
e. Ad Hoc Legislative Committee
f. Shared Programs Committee

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

HR/Negotiations Committee Meeting - Custodial Negotiations
Thursday, August 21, 2025
4:30 PM
Saint Peter High School -
Superintendent's Office (D127)

HR/Negotiations Committee Meeting - Food Service Negotiations
Wednesday, August 27, 2025
4:30 PM
District Office

Business Committee Meeting
Wednesday, September 10, 2025
10:00 AM
District Office

Policy Review Committee Meeting
Wednesday, September 10, 2025
4:00 PM
District Office

Education Committee Meeting
Thursday, September 11, 2025
1:00 PM
District Office

Regular School Board Meeting
Wednesday, September 17, 2025
5:00 PM
SPCC - Governor's Room

XI. **Adjournment**

ADDENDUM

Regular Board Meeting
Wednesday, August 20, 2025
SPCC-Governor's Room
5:00PM

V. CONSENT AGENDA

1. Approval of the Regular Board Meeting minutes of July 16, 2025.
2. Approval of the Special Board Meeting minutes of August 4, 2025.
3. Approval of Bills and Wire Transfers ($6,515,376.86) for July 2025.
4. Personnel

    a. The acceptance of the resignation of Kailee Byrd, a Long-Term Substitute Reading Intervention Teacher at North Elementary, effective July 21, 2025.

    b. The acceptance of the resignation of Elizabeth Harris, an Early Childhood Special Education Teacher, effective July 31, 2025.

    c. The acceptance of the resignation of Donna Thompson, a Food Service staff member at North Elementary, effective July 28, 2025.

    d. The acceptance of the resignation of Brittany Fyler, a School Readiness Teacher, effective July 31, 2025.

    e. The acceptance of the resignation of Cindy Nadeau, an Early Childhood Family Education Teacher, effective August 1, 2025.

    f. The acceptance of the resignation of Hailie Wentworth, a Paraprofessional at Oshawa Learning Academy, effective July 31, 2025.

    g. The acceptance of the resignation of Sean Keating, a High School Science Teacher, effective at the start of the 2025-2026 school year. Sean will continue with the district as the head coach of the boys basketball team for the 2025-2026 season.

    h. The acceptance of the resignation of Betsy Blume, a Summer Saints Overtime Assistant, effective July 31, 2025. Betsy will continue her other duties within the district.

i. The acceptance of the resignation of Lauren Satrom, an ECSD DAPE teacher, effective August 19, 2025.

j. The approval of the hiring of Heidi Wenner, as an Early Childhood Family Education Teacher, effective at the beginning of the 2025-2026 school year.

k. The approval of the hiring of Andrew Smith, as an English Language Learner (ELL) Teacher at North Elementary, effective at the beginning of the 2025-2026 school year.

l. The approval of the hiring of Morgan Lenhoff, as a Media Center Paraprofessional at North Elementary, effective at the beginning of the 2025-2026 school year.

m. The approval of the hiring of Ronald Neuenschwander, as a Behavior Support Assistant at North Elementary, effective at the beginning of the 2025-2026 school year.

n. The approval of the hiring of Sarah Narvaez, as an Early Childhood Special Education Teacher, effective at the beginning of the 2025-2026 school year.

o. The approval of the hiring of Riley Pfiffner, as a teacher at Rock Bend Learning Academy, effective at the beginning of the 2025-2026 school year.

p. The approval of the transfer to the Lead Cook position at Saint Peter High School for Kristen Zeiher, effective August 27, 2025.

q. The approval of the transfer to the Lead Cook position at South Elementary for Maribelle Brock, effective August 27, 2025.

r. The approval of the hiring of Ana Garza, as a Health Assistant at Saint Peter High School, effective at the beginning of the 2025-2026 school year.

s. The approval of the re-hiring of Anna Leafblad, as a Special Education Paraprofessional at South Elementary, effective August 19, 2025.

t. The approval of the hiring of Nicole Doyen, as a Special Education Paraprofessional at South Elementary, effective August 14, 2025.

u. The approval of the hiring of Nicole Long, as a Special Education Paraprofessional at Oshawa Learning Academy. A start date is to be determined.

v. The approval of the hiring of Nicole Dougherty, as a Special Education Paraprofessional at North Elementary, effective August 28, 2025.

w. The approval of the hiring of Danielle Dougherty, as a Special Education Paraprofessional at North Elementary, effective August 28, 2025.

x. The approval of the hiring of Eric Thiese, as a Behavior Support Assistant at Saint Peter Middle School, effective at the start of the 2025-2026 school year.

y. The approval of the hiring of Jesse Mcdurmont, as a Cook/Dishwasher at Saint Peter Middle School, effective August 27, 2025.

z. The approval of the hiring of Quentin Winterfeldt, as a Paraprofessional at Saint Peter High School, effective August 28, 2025.

aa. The approval of the hiring of Ben Bode, as a Paraprofessional at Saint Peter High School, effective August 28, 2025.

bb. The approval of the hiring of Hailee Guth, as an Early Childhood Special Education Paraprocessional, effective August 28, 2025.

cc. The approval of the FMLA leave for Ashley Pope, Reading Intervention Teacher at North Elementary, effective August 25, 2025 through November 20, 2025.

dd. The approval of the hiring of Jacqueline Molitor, as a Long-Term Substitute Reading Intervention Teacher at North Elementary, effective August 25, 2025.

ee. The approval of the requested reduction in working hours for Signe Jeremiason, a Professional at Saint Peter Middle School, effective at the start of the 2025-2026 school year.

ff. The approval of the shift in positions for Aedan Sannes from his Summer High School Saints Overtime position to a Saints Overtime Assistant position, effective at the start of the 2025-2026 school year.

gg. The approval of the shift in positions for Taylor Sickler from her Summer High School Saints Overtime position to a Saints Overtime Assistant position, effective at the start of the 2025-2026 school year.

hh. The approval of the re-hiring of Alyza Wildes, as a Cook/Dishwasher at Saint Peter High School, effective August 27, 2025.

ii. The approval of the hiring of coaches and event/activity workers.

5. Business

a. The recommendation for approval of two lease agreements with the Leo A. Hoffmann Center. The agreements have been reviewed by the Business Committee.

    i. $27.00 per hour for staff hours provided to the Oshawa Learning Academy by LAHC; and
    ii. $500.00 per month for leased classroom space and $500.00 per month for leased gymnasium space.

MEMO TO:	**Dr. Jon Graff** **District 508 School Board**
FROM:	**Darin Doherty, Principal** **North Elementary School**
DATE:	**July 21, 2025**
SUBJECT:	**Long Term Substitute Intervention Teacher Resignation**

I recommend accepting the resignation of the following individual from her long-term substitute teaching position at North Elementary School:

Kailee Byrd – Long Term Substitute Reading Intervention Teacher

Ms. Byrd had planned on serving as the long-term substitute for Ashley Pope, our Reading Intervention Teacher, during the beginning of the 2025-2026 school year. She has submitted her resignation effective immediately, as she has accepted a full-time, contracted position with another elementary school.

If you have questions, please contact me.

CC: Kailee Byrd - ktgirl1996@gmail.com
grp_hire_certified@stpeterschools.org

SAINT PETER PUBLIC SCHOOLS
LEARNING MATTERS

MEMO TO: **Members of the School Board**
Superintendent Graff

FROM: **Ytive Prafke**

DATE: **July 15, 2025**

SUBJECT: **ECSE Teacher Resignation**

I am writing to recommend that you accept the resignation of Elizabeth Harris from her position as an ECSE teacher effective July 31, 2025. We thank Liz for her work with children and families in the ECSE program and wish her the best in her future endeavors.

Thank you and please let me know if you have any questions.

Cc: grp_hire_certified
Elizabeth Harris

MEMO TO:	**Members of the School Board** **Dr. Graff**
FROM:	**Emily Craig**
DATE:	**7/28/2025**
SUBJECT:	**Food Service resignation**

Donna Thompson is resigning from North Elementary Food service as of July 28th, 2025 Donna has worked for the school district for the last 8 Years. In Donna's words, she received an offer she could not refuse from her Church. We wish her all the best!

She will be greatly missed by all the staff and students here at North.

CC: Donna Thompson

SAINT PETER PUBLIC SCHOOLS
LEARNING MATTERS

MEMO TO: **Members of the School Board**
Superintendent Graff

FROM: **Ytive Prafke**

DATE: **August 1, 2025**

SUBJECT: **School Readiness Teacher Resignation**

I am writing to recommend that you accept the resignation of Brittany Fyler from her position as a School Readiness teacher effective July 31, 2025. We thank Brittany for her work in the program and wish her all the best.

Thank you and please let me know if you have any questions.

Cc: grp_hire_certified
Brittany Fyler

SAINT PETER PUBLIC SCHOOLS
LEARNING MATTERS

MEMO TO: Superintendent Jon Graff
School Board

FROM: Ytive Prafke

DATE: August 1, 2025

SUBJECT: Resignation-Cindy Nadeau

Please accept the resignation of Cindy Nadeau from her position as an ECFE teacher effective August 1, 2025. We appreciate Cindy's work with our children and families and wish her the best.

Please let me know if you have any questions.

Cc: grp_hire_certified
Cindy Nadeau

MEMO TO:	**Members of the School Board** **Dr. Jon Graff**
FROM:	**Jana Sykora**
DATE:	**August 1, 2025**
SUBJECT:	**Paraprofessional Resignation**

Please accept the resignation of Hailie Wentworth from her paraprofessional position at Oshawa Learning Academy effective 7/31/2025. I would like to thank Hailie for her dedication to the students at Oshawa Learning Academy as well as for the time she spent assisting with South Elementary ESY this summer. Hailie has shown incredible patience working with students and she will be missed!

Cc: grp_hire_para@stpeterschools.org, Hailie Wentworth

SAINT PETER PUBLIC SCHOOLS
LEARNING MATTERS

TO: Dr. Jon Graff

FROM: Annette Engeldinger

DATE: August 4, 2025

RE: Teacher End of Leave/Resignation

Sean Keating, high school science teacher, was on a personal leave for the 2024-2025 school year. He has indicated that he will not be returning to Saint Peter Public Schools. I am writing to recommend that you accept Sean Keating's resignation. Mr. Keating does plan to continue on as the head boy's basketball coach for the 2025-2026 season.

We thank Mr. Keating for his time and dedication to the students of Saint Peter High School.

His resignation will be effective at the start of the 2025-2026 school year.

Please let me know if you have any questions.

That's Community Ed!
Saint Peter Public Schools – ISD 508

MEMO TO: **Jon Graff, Superintendent and School Board Members**

FROM: **Tami Skinner**

DATE: **August 5, 2025**

SUBJECT: **Summer Saints Overtime Assistant Resignation**

Please accept the resignation of Betsy Blume as a Summer Saints Overtime Assistant. Her last day of employment was July 31, 2025. She will continue with her other duties in the district.

Ms. Blume has done a great job working with the children at Summer Saints Overtime and will be missed by students, staff, and parents.

Please contact me if you have any questions regarding this resignation.

MEMO TO:	Superintendent Jon Graff School Board
FROM:	Ytive Prafke
DATE:	August 18, 2025
SUBJECT:	Resignation-Lauren Satrom

Please accept the resignation of Lauren Satrom from his position as ECSD DAPE teacher effective August 19, 2025. We appreciate Lauren's work in our program and wish him all of the best.

Please let me know if you have any questions.

Cc: grp_hire_certified
Lauren Satrom

MEMO TO:	**Members of the School Board** **Superintendent Graff**
FROM:	**Ytive Prafke**
DATE:	**July 14, 2025**
SUBJECT:	**ECFE Teacher**

I am pleased to recommend Heidi Wenner for the position of ECFE teacher beginning in the 2025-2026 school year.

NEW EMPLOYEE SUMMARY

- **Heidi Wenner**
  - MA+40 Step 11 ($60.90 per hour with an update after contract settlement)
  - Modified teaching contract for School Readiness/ECFE Teachers
  - Timesheets will be submitted for teaching time
  - Start Date: August 25, 2025
  - Heidi will need computer, email account, room key and keycard access

Thank you for your consideration and your support of the School Readiness/ECFE programs.

CC: Heidi Wenner
grp_hire_certified

SAINT PETER PUBLIC SCHOOLS
LEARNING MATTERS

Date: July 21, 2025

To: Dr. Jon Graff, Superintendent
Saint Peter School Board

From: Darin Doherty, Principal

Re: North Elementary ELL Teacher

I recommend hiring the following individual for a full-time English Language Learner (ELL) teaching position with an assignment at North Elementary School:

> **Andrew Smith –** ELL teacher with extensive experience teaching English language learners in both K-12 and higher education settings, to be placed at Lane MA, Step 2, 1.0 FTE ($57,764) of the current teacher master agreement.

Andrew holds a Tier 3, K-12 English as a Second Language license from the State of Minnesota and brings a rich background in culturally responsive teaching and language acquisition. His professional experience includes serving as a middle school ELL instructor in Faribault and St. Peter as well as an adjunct English instructor at Minnesota State University, Mankato.

We look forward to a fantastic 2025-2026 school year with Mr. Smith supporting our multilingual learners at North Elementary School!

If you have questions, please contact me.

CC: Andrew Smith sianzhu@gmail.com
grp_hire_certified@stpeterschools.org

MEMO TO:	**Dr. Jon Graff** **District 508 School Board**
FROM:	**Darin Doherty, Principal** **North Elementary School**
DATE:	**July 21, 2025**
SUBJECT:	**Media Paraprofessional Hire**

I recommend hiring the following individual for the Media Center Paraprofessional position with an assignment at North Elementary School:

> Morgan Lenhoff – to be placed at Lane B, Step 6 ($18.95/hour) of the current paraprofessional contract.

This is a replacement position in our Media Center. Morgan brings a diverse background in education, childcare, and service to youth programs, and holds a Minnesota K-6 Tier 3 Teaching License as well as prior experience supporting instruction and operations in multiple settings.

We look forward to a fantastic 2025–2026 school year with Mrs. Lenhoff supporting our students and staff in the Media Center at North Elementary School!

If you have questions, please contact me.

CC: Morgan Lenhoff – lenhoffmm@hotmail.com
grp_hire_para@stpeterschools.org

MEMO TO:	**Dr. Jon Graff** **District 508 School Board**
FROM:	**Darin Doherty, Principal** **North Elementary School**
DATE:	**July 29, 2025**
SUBJECT:	**Hire Recommendation – Behavior Support Assistant (ADSIS)**

I recommend hiring the following individual for the Behavior Support Assistant (ADSIS) position serving students in Grades 2–4 at North Elementary School:

> **Ronald Neuenschwander –** Behavior Support Assistant to be paid at $25.95/hour for 6.75 hours/day over 174 contract days for the 2025–2026 school year.

Mr. Neuenschwander most recently served as a substitute special education paraprofessional at North Elementary School. He brings a unique blend of experiences to this role, including nine years as a licensed foster parent in Blue Earth County and past service as a Junior Achievement instructor in a 3rd-grade classroom. Ron also holds a business degree and spent the majority of his professional career in the private business sector, demonstrating strong organizational and interpersonal skills.

Ron will work under the direction of our social worker to provide individualized, Tier III behavioral interventions. His responsibilities will include implementing behavior support plans, delivering targeted social-emotional instruction, working one-on-one with students, and collecting behavioral data to inform supports.

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

CC: Ronald Neuenschwander <ronneush@hotmail.com>
grp_hire_classified@stpeterschools.org

MEMO TO:	**Members of the School Board** **Superintendent Graff**
FROM:	**Ytive Prafke**
DATE:	**August 1, 2025**
SUBJECT:	**ECSE Teacher Hire**

I am pleased to recommend Sarah Narvaez for the position of ECSE Birth-7 teacher beginning in the 2025-2026 school year. Sarah has a BA degree in Environmental Studies from St. Olaf College and working on her ECSE Licensure through MSUM. Sarah is eligible for a Tier II teaching license through the Minnesota Department of Education.

NEW EMPLOYEE SUMMARY

- **Sarah Narvaez**
  - BA Step 1
  - Replacement Position
  - Start Date: 2025-2026 school year

Thank you for your consideration and your support of the Early Childhood programs.

CC: Sarah Narvaez
grp_hire_certified

MEMO TO:	**Dr. Jon Graff, Superintendent** **School Board**
FROM:	**Annette Engeldinger**
DATE:	**July 31, 2025**
SUBJECT:	**Rockbend ALC teacher hire**

Applications were received, and interviews took place for a 1.0 Rockbend Area Learning Center teacher. This is a replacement position.

I am pleased to recommend Riley Pfiffner for the position. Riley has been coaching for the Saints during the football and baseball seasons, and we are excited to welcome him on board as a teacher in the district!

NEW EMPLOYEE SUMMARY

- **Riley Pfiffner**
  - FTE: 1.0
  - Step 1/Lane BA
    - $48,872.00
    - Start Date: 2025-2026 school year

CC: Riley Pfiffner
grp_hire_Certified

MEMO TO:	**Members of the School Board** **Dr. Graff**
FROM:	**Emily Craig**
DATE:	**August 4th, 2025**
SUBJECT:	**Food Service Hire**

I am pleased to recommend Kristen Zeiher for the position of St Peter Highschool lead cook in the Food Service Department.

EMPLOYEE SUMMARY

- **Kristen Zeiher**
  - Highschool lead Cook
  - Food safe certification additional .10
  - 2025-2026 additional $2.00 to current wages
  - Kristen will be contracted 7 hours for 177 days
  - Effective date: August 27th, 2025

CC: Kristen Zeiher

MEMO TO:	**Members of the School Board** **Dr. Graff**
FROM:	**Emily Craig**
DATE:	**August 4th, 2025**
SUBJECT:	**Food Service Hire**

I am pleased to recommend Maribelle Brock for the position of South elementary lead cook in the Food Service Department.

EMPLOYEE SUMMARY

- **Maribelle Brock**
  - South Elementary lead Cook
  - Food safe certification additional .10
  - 2025-2026 additional $2.00 to current wages
  - Maribelle will be contracted 7 hours for 177 days
  - Effective date: August 27th, 2025

CC: Maribelle Brock

MEMO TO:	**Dr. Jon Graff** **School Board**
FROM:	**Annette Engeldinger**
DATE:	**August 5, 2025**
SUBJECT:	**Health Assistant Hire**

Applications were received, and interviews took place for the 1.0 health assistant position at Saint Peter High School. This is a replacement position.

I am pleased to recommend Ana Garza. Ana was with us in the same position a few years ago, and we are excited to have her back!

NEW EMPLOYEE SUMMARY

- **Ana Garza**
  - 1.0 Health Assistant/$18.75 per hour
  - Student Contact Days only
  - Start date: September 2, 2025

MEMO TO: Dr. Graff, Superintendent
School Board

FROM: Jana Sykora

DATE: August 8, 2025

SUBJECT: Special Education Para Hire

I am very excited to recommend the re-hire of Anna Leafblad. Anna served as a paraprofessional in special education at South Elementary last school year and resigned due to a planned move. However, the move did not happen and Anna is going to rejoin the team at South. We are thrilled to have her!

EMPLOYEE SUMMARY

- **Anna Leafblad**
  - Start Date August 19, 2025
  - STEP 2A: $17.05
  - 6.75 hours daily (M-F)

CC: Anna Leafblad
grp_hire_para

MEMO TO:	**Dr. Graff, Superintendent** **School Board**
FROM:	**Jana Sykora**
DATE:	**August 11, 2025**
SUBJECT:	**Special Education Para Hire**

I am happy to recommend the hiring of Nicole Doyen for a special education paraprofessional position at South Elementary. Nicole Doyen is coming to us with several years of experience working with children in a daycare setting and two years of Kindergarten-Ready preschool teaching. We are very excited to welcome Nicole to our team.

EMPLOYEE SUMMARY

- **Nicole Doyen**
  - Start Date August 14, 2025 (training)
  - STEP 3A: $17.45
  - 6.75 hours daily (M-F)

CC: Nicole Doyen
grp_hire_para

MEMO TO:	**Dr. Graff, Superintendent** **School Board**
FROM:	**Jana Sykora**
DATE:	**August 11, 2025**
SUBJECT:	**Special Education Para Hire**

I am happy to recommend the hiring of Nicole Long for a special education paraprofessional position at Oshawa Learning Academy. Nicole has a wide variety of experiences that will contribute to her success as a paraprofessional in our unique setting.

EMPLOYEE SUMMARY

- **Nicole Long**
  - Start Date: TBD
  - STEP 1A: $16.65
  - 6.75 hours daily (M-F)

CC: Nicole Doyen
grp_hire_para

MEMO TO:	**Dr. Jon Graff** **District 508 School Board**
FROM:	**Darin Doherty, Principal** **North Elementary School**
DATE:	**August 12, 2025**
SUBJECT:	**Special Education Paraprofessional Hire**

Applications were received, and interviews took place for a paraprofessional assignment at North Elementary School. This position is a replacement position. I am recommending the following candidate:

- **Nicole Dougherty** - 6.75 hours/student contact day at a rate of $18.65/hour (Step 6/Lane A). Nicole's first day will be August 28, 2025, and she will work approximately from 7:30 AM - 2:45 PM with a 30-minute unpaid lunch.

Nicole has worked in childcare for over 12 years and most recently served as a co-teacher in a K-Ready classroom in Mankato.

We are excited to have Nicole join our team at North Elementary!

If you have any questions, please contact me.

CC: District Office <grp_hire_para@stpeterschools.org>
Nicole Dougherty <ndougherty.09@gmail.com>

MEMO TO:	**Dr. Jon Graff** **District 508 School Board**
FROM:	**Darin Doherty, Principal** **North Elementary School**
DATE:	**August 12, 2025**
SUBJECT:	**Special Education Paraprofessional Hire**

Applications were received, and interviews took place for a paraprofessional assignment at North Elementary School. This position is a replacement position. I am recommending the following candidate:

- **Danielle Dougherty** - 6.75 hours/student contact day at a rate of $18.65/hour (Step 6/Lane A). Danielle's first day will be August 28, 2025, and she will work approximately from 7:30 AM - 2:45 PM with a 30-minute unpaid lunch.

Danielle has worked in childcare for over 12 years and most recently served as a co-teacher in a K-Ready classroom in Mankato.

We are excited to have Danielle join our team at North Elementary!

If you have any questions, please contact me.

CC: District Office <grp_hire_para@stpeterschools.org>
Danielle Dougherty <d.dougherty06@gmail.com>

MEMO TO:	**Dr. Jon Graff, Superintendent** **School Board**
FROM:	**Jessi Buttell**
DATE:	**August 12, 2025**
SUBJECT:	**Behavior Support Assistant Hire**

I recommend hiring the following individual for a Behavior Support Assistant position at Saint Peter Middle School. I am pleased to recommend Eric Thiese for the position.

EMPLOYEE SUMMARY

- **Eric Thiese**
  - 6.75 hours/day; 174 contract days/year
  - $25.95/hour

CC: Eric Thiese hootnhowl73@gmail.com
grp_hire_certified@stpeterschools.org

MEMO TO:	**Members of the School Board** **Dr. Graff**
FROM:	**Emily Craig**
DATE:	**August 14th, 2025**
SUBJECT:	**Food Service Hire**

I am pleased to recommend Jesse Mcdurmont for the position of Cook/Dishwasher in the Food Service Department at the Middle School.

NEW EMPLOYEE SUMMARY

- Jesse Mcdurmont
  - Cook/Dishwasher St. Peter Middle School
  - Lane-Unassigned
  - 2025-2026 pay rate of $17.48
  - Jesse will be contracted 177 days
  - Start Date: 8/27/2025
  - Monday-Friday 9:00am-2:00pm 5 hours daily

Cc: Jesse Mcdurmont

MEMO TO:	**Dr. Jon Graff, Superintendent** **School Board**
FROM:	**Annette Engeldinger**
DATE:	**August 14, 2025**
SUBJECT:	**Paraprofessional Hire**

Applications were received, and interviews took place for a paraprofessional position at Saint Peter High School. I am pleased to recommend Quentin Winterfeldt for the position. This is a replacement position.

EMPLOYEE SUMMARY

- **Quentin Winterfeldt**
  - Step 1/ Lane A - $16.65 per hour
  - Start date: August 28, 2025

CC: grp_hire_para

MEMO TO:	**Dr. Jon Graff, Superintendent** **School Board**
FROM:	**Annette Engeldinger**
DATE:	**August 14, 2025**
SUBJECT:	**Paraprofessional Hire**

Applications were received, and interviews took place for a paraprofessional position at Saint Peter High School. I am pleased to recommend Ben Bode for the position. This is a replacement position.

EMPLOYEE SUMMARY

- **Ben Bode**
  - Step 1/ Lane A - $16.65 per hour
  - Start date: August 28, 2025

CC: grp_hire_para

MEMO TO:	**Members of the School Board** **Dr. Jon Graff**
FROM:	**Ytive Prafke**
DATE:	**August 19, 2025**
SUBJECT:	**ECSE Paraprofessional**

I am pleased to recommend Hailee Guth for the position of ECSE Paraprofessional.

NEW EMPLOYEE SUMMARY

- **Hailee Guth**
  - Monday-Thursday 7:45-2:15 Friday- 7:45-10:45
  - $16.65 per hour
  - Hailee will complete a timesheet for her work
  - Start Date: August 28, 2025

Thank you for your continued support of theEC Programs

CC: Hailee Guth
grp_hire_para

MEMO TO:	**Dr. Jon Graff** **District 508 School Board**
FROM:	**Darin Doherty, Principal** **North Elementary School**
DATE:	**August 19, 2025**
SUBJECT:	**FMLA and Long-term Substitute**

I am recommending the hire of **Jacqueline Molitor - AppNo: 11590** as a long-term substitute teacher to provide reading intervention services at North Elementary School during **Ashley Pope's** leave of absence.

Ms. Pope will begin her FMLA starting August 25, 2025, and Jacqueline Molitor will start her long-term substitute role on that same day. Per ARTICLE 34, SECTION 5 of the Master Agreement, teachers who substitute for the same classroom teacher for a period of 30 consecutive days or longer shall be placed on the salary schedule retroactively to the beginning of the assignment. Therefore, Mrs. Molitor may be compensated from August 25, 2025, at Lane BA +30, Step 1 of the current teacher salary schedule. Mrs. Molitor's daily rate will be $292.08 for 61 contracted day.

Ms. Pope is scheduled to return to her position on November 20, 2025, which will also be Mrs. Molitor's last day of employment, allowing them to coordinate on services for student continuity of learning.

Please let me know if you need any additional information to process this assignment.

CC: grp_hire_certified <grp_hire_certified@stpeterschools.org>
Jacqueline Molitor <rjmolitor@frontiernet.net>
Ashley Pope <apope@stpeterschools.org>

MEMO TO:	**Dr. Jon Graff, Superintendent** **School Board**
FROM:	**Jessi Buttell**
DATE:	**August 12, 2025**
SUBJECT:	**Reduction of Hours**

Signe Jeremiason, paraprofessional at Saint Peter Middle School, has requested a reduction of hours. Below are the days and hours Signe has requested.

Weekly Schedule

- Monday: unavailable
- Tuesday: available all day
- Wednesday: available all day
- Thursday: available until 2:30
- Friday: available all day

CC: Signe Jeremiason sigjane99@gmail.com
grp_hire_para

That's Community Ed!
Saint Peter Public Schools – ISD 508

TO: **Jon Graff, Superintendent, School Board Members**

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

SUBJECT: **Saints Overtime Assistant Hire**

DATE: **August 12, 2025**

I am happy to recommend moving Aeden Sannes from his role as a Summer High School Saints Overtime Staff member to the position of Saints Overtime Assistant. Aeden has been an important part of our summer program, demonstrating his potential to be in a supervisory role with children, and we look forward to having him on the staff during the school year.

This is a replacement position.

EMPLOYEE SUMMARY

- **Aedan Sannes**
- Rate of pay - $16.65.
- Part-time hours to be submitted on a timesheet
- 2025-26 School Year and Summer

That's Community Ed!
Saint Peter Public Schools – ISD 508

TO: **Dr. Jon Graff, Superintendent, School Board Members**

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

SUBJECT: **Saints Overtime Staff**

DATE: **August 19, 2025**

I am happy to recommend moving Taylor Sickler from her role as a Summer High School Saints Overtime Staff member to the position of Saints Overtime Assistant. Taylor has been an important part of our summer program, demonstrating the potential to be in a supervisory role with children, and we look forward to having her on the staff during the school year.

This is a replacement position.

EMPLOYEE SUMMARY

- **Taylor Sickler**
- Rate of pay - $16.65.
- Part-time hours to be submitted on a timesheet
- 2025-26 School Year and Summer

MEMO TO:	**Members of the School Board** **Dr. Graff**
FROM:	**Emily Craig**
DATE:	**August 19th, 2025**
SUBJECT:	**Food Service Hire**

I am pleased to recommend Alyza Wildes for the position of Cook/Dishwasher in the Food Service Department at High School/mnved.

NEW EMPLOYEE SUMMARY

- Alyza Wildes
  - Cook/Dishwasher St. Peter HighSchool/Mnved
  - Lane-Unassigned
  - 2025-2026 pay rate of $17.48 +.10 for serve safe certificate
  - Alyza will be contracted 177 days
  - Start Date: 8/27/2025
  - Monday-Friday 7:00am-1:30pm 6.5 hours daily

Cc: Alyza Wildes

MEMO TO:	**Superintendent, Jon Graff** **Members of the School Board**
FROM:	**Shea Roehrkasse, Activities Director**
DATE:	**7/11/2025**
SUBJECT:	**JH/C Squad Boys Soccer Coach Hire**

I am pleased to recommend the hiring of Steven Smith as a Junior High/C Squad Boys Soccer Coach. We are excited to have him join our program!

NEW EMPLOYEE SUMMARY

- **Steven Smith**
  - 1.00 Co-Curricular
    - Non-Staff
    - Non licensure
    - First year of coaching
  - $2,461

CC: grp_hire_misc
Steven Smith

Thank you,

Shea Roehrkasse
Activities Director

MEMO TO:	**Superintendent, Jon Graff** **Members of the School Board**
FROM:	**Shea Roehrkasse, Activities Director**
DATE:	**8/11//2025**
SUBJECT:	**B Boys Soccer Coach**

I am pleased to recommend the hiring of Matthew Tuggle as a B Squad Soccer Coach. Mr. Tuggle was with us back in 2022 and we are excited to have him back with the program!

NEW EMPLOYEE SUMMARY

- **Matthew Tuggle**
  - 1.00 Co-Curricular
    - Non-Staff
    - Non-Licensure
  - $2,461

CC: grp_hire_misc
Matthew Tuggle

Thank you,

Shea Roehrkasse
Activities Director

MEMO TO:	**Superintendent, Jon Graff** **Members of the School Board**
FROM:	**Shea Roehrkasse, Activities Director**
DATE:	**8/11//2025**
SUBJECT:	**MS Football Coach**

I am pleased to recommend the hiring of Christian Petschke as a Middle School Football Coach. We are excited to have him join our program!

NEW EMPLOYEE SUMMARY

- **Christian Petschke**
  - 1.08 Co-Curricular
    - Non-Staff
    - Head Coach Certified with 9 years of experience
  - $1,994

CC: grp_hire_misc
Christian Petschke

Thank you,

Shea Roehrkasse
Activities Director

MEMO TO:	**Superintendent, Jon Graff** **Members of the School Board**
FROM:	**Shea Roehrkasse, Activities Director**
DATE:	**8/18/2025**
SUBJECT:	**Diving Coach Hire**

I am pleased to recommend the hiring of Raunatta Wenner as a Diving Coach for our Swim & Dive program. Please let me know if you have any questions!

NEW EMPLOYEE SUMMARY

- **Raunatta Wenner**
  - 1.00 Co-Curricular
    - Non-Staff
    - Non licensure
    - First year of coaching
  - $2,461

CC: grp_hire_misc
Raunatta Wenner

Thank you,

Shea Roehrkasse
Activities Director

MEMO TO:	**Superintendent, Jon Graff** **Members of the School Board**
FROM:	**Shea Roehrkasse**
DATE:	**8/5/2025**
SUBJECT:	**Logan Carlson Event Worker**

Greetings,

Please accept this recommendation to hire Logan Carlson as an event worker for St. Peter. Logan will be serving mainly as an official for our lower level games.

Thank you,

Shea Roehrkasse
Activities Director

Cc. grp_hire_misc
Logan Carlson

MEMO TO:	**Superintendent, Jon Graff** **Members of the School Board**
FROM:	**Shea Roehrkasse**
DATE:	**8/19/2025**
SUBJECT:	**Event Worker Hire Memo**

Greetings,

Please accept this recommendation to hire Kevin Coe as an event worker for St. Peter, and mainly helping with our swim and dive meets. We appreciate Kevin's willingness to help out St. Peter Activities!

Thank you,

Shea Roehrkasse
Activities Director

Cc. grp_hire_misc
Kevin Coe

Minutes of Regular School Board Meeting
Saint Peter Public Schools

A Regular Board Meeting of the School Board of Saint Peter Public Schools was held Wednesday, July 16, 2025, in the Saint Peter Community Center - Governor's Room. Board Chair Potts called the meeting to order at 5:02 PM. **Members Present:** Rita Rassbach, Ken Rossow, Tracy Stuewe, Charlie Potts, Bill Kautt, Drew Dixon and Kate Martens. **Members Absent:** None

Others Present: Jon Graff, Megan Gracia, Jessi Buttell and Kimberley Deming.

A motion was made by Dixon, seconded by Stuewe, to Adopt the Agenda as presented. The motion carried unanimously.

The Consent Agenda items listed below were approved on a motion by Rossow, seconded by Rassbach. The motion carried unanimously.

1. Approval of the Regular Board Meeting minutes of June 18, 2025.
2. Approval of Bills and Wire Transfers ($4,031,092.39) for June 2025.
3. Personnel
    a. The acceptance of the retirement of Carol Glass.
    b. The acceptance of the retirement of Nikki McClintock.
    c. The approval of the termination of Molly Moller.
    d. The approval of the change in hours for Michelle Leonard.
    e. The approval of the hiring of Kailee Byrd.
    f. The approval of the hiring of Kara Nagle.
    g. The approval of the hiring of Evelin Canil Aguilar.
    h. The approval of the hiring of Naomi Wolf.
    i. The approval of the hiring of Diana Jennings.
    j. The approval of the hiring of Hannah Johnson.
    k. The approval of the hiring of Lauren Stueber.
    l. The approval of the hiring of Nick Rozsa.
    m. The approval of the hiring of Ellie Guimond.

n. The approval of the hiring of Keira Friedrich.
o. The approval of the hiring of Shyla Burg.
p. The approval of the change in rate of pay for Adam Marsh.
q. The approval of the following teachers from North Elementary receiving overload pay during the fourth quarter of 24-25: Alex Noble, Breanna Landsteiner, Scott (John) Robinson, Kari Malz, Niki Zitur, Jennie Friedrich and Matthew Lewis.

Action Items

There were no gifts, donations or grants to report this month.

Business Manager Megan Gracia presented information regarding the 10-Year LTFM Revenue Plan for FY27. A motion was made by Dixon, seconded by Martens to approve a resolution for the plan as presented. After a roll call vote, the resolution passed. Rassbach, Rossow, Stuewe, Potts, Kautt, Dixon and Martens - yes/0 no.

A motion was made by Rossow, seconded by Rassbach, to approve a resolution appointing Superintendent Jon Graff to be the Identified Official with Authority (IOwA) for Saint Peter Public Schools. After a roll call vote, the resolution passed. Rassbach, Rossow, Stuewe, Potts, Kautt, Dixon and Martens - yes/0 no.

A motion was made by Dixon, seconded by Stuewe, to approve a lease between the Saint Peter Public School District and the City of Saint Peter for use of space at the Community Center for the Rock Bend ALC program. The motion carried unanimously.

Following the three tiered change order approval process, a motion was made by Kautt, seconded by Stuewe, to approve a change order in excess of $100,000 for the Mend the Middle Construction project. The motion carried unanimously.

A motion was made by Martens, seconded by Kautt, to approve Policy 610 after a third reading. After further discussion by the committee following the June 18th board meeting, the removal of booster organizations from "Trips not sponsored by the School District" was made. The motion carried unanimously.

A motion was made by Rassbach, seconded by Martens, to approve Policy 417 after a second reading. The policy had numerous changes to conform with recommended modifications from the Minnesota School Boards Association. The motion carried unanimously.

A motion was made by Rossow, seconded by Martens, to approve Policies 423, 424 and 427 after a first reading. Where required, changes to legal references were made. The motion carried unanimously.

Information Items

Emergency Action Plan Update - Superintendent Graff explained the Standard Response Protocol that the district's Safety and Security Team has been exploring as part of its emergency action planning. Graff informed the School Board that moving forward, Jessi Buttell will be taking over as the Safety and Security Team lead.

Reports

Updates were provided by the following Building Principals:

Saint Peter Middle School

- Principal Jessi Buttell introduced herself, shared information about her previous work experiences, and updated the School Board on what she has been working on during her first few weeks on the job.

Superintendent of Schools - Dr. Graff reminded the School Board of the SPMS Tour on July 17th and he informed them of the MASA Great Start Cohort that he is participating in.

Around the Table Updates - Rassbach and Potts stated that it was great to be a part of the Hall of Fame event. Rossow spoke about the recent St. Peter Herald article regarding the District's preliminary budget projections. Kautt discussed his proposed resolution that must be reviewed by the School Board prior to being submitted to the MSBA. He noted that he would like to present the resolution for approval at the August 20th School Board meeting.

Board Committee Updates -

a. *Education Committee* - nothing additional noted
b. *Business Committee* - nothing additional noted
c. *Policy Committee* - nothing additional noted
d. *HR Committee* - Board Member Kautt informed the group of upcoming negotiation meeting dates.
e. *Ad Hoc Legislative Committee* - nothing additional noted

Upcoming Meetings of the School Board

- HR/Negotiations Committee Meeting - Thursday, July 17, 2025 at 4:30 PM at the HS
- HR/Negotiations Committee Meeting - Tuesday, August 5, 2025 at 4:00 PM at the HS
- Business Committee Meeting - Wednesday, August 13, 2025 at 10:00 AM at the HS
- Policy Review Committee Meeting - Wednesday, August 13, 2025 at 4:00 PM at the HS
- HR/Negotiations Committee Meeting - Wednesday, August 13, 2025 at 5:15 PM at the HS
- Education Committee Meeting - Thursday, August 14, 2025 at 1:00 PM at the HS

- Regular School Board Meeting - Wednesday, August 20, 2025 at 5:00 PM in the SPCC - Governor's Room

Adjournment - A motion was made by Stuewe, seconded by Martens, to adjourn the meeting at 6:07 PM. The motion carried unanimously.

Dated Approved: August 20, 2025

Kate Martens, Board Clerk

Minutes of Special School Board Meeting
Saint Peter Public Schools

A Special Board Meeting of the School Board of Saint Peter Public Schools was held Monday, August 4, 2025, in the Superintendent's Office at Saint Peter High School. Board Chair Potts called the meeting to order at 4:23 PM. **Members Present:** Rita Rassbach, Ken Rossow, Tracy Stuewe, Charlie Potts, Bill Kautt and Kate Martens. **Members Absent:** Drew Dixon

Others Present: Jon Graff, Ytive Prafke and Kimberley Deming

A motion was made by Kautt, seconded by Stuewe, to Adopt the Agenda as presented. The motion carried unanimously.

Action Items

Pursuant to Minnesota law, the school board must pass a resolution calling for the election of school board members and setting the conditions for said election. A motion was made by Kautt, seconded by Rassbach to Approve a Resolution Calling the School District General Election. The motion carried unanimously and after a roll call vote, the resolution passed 6/0.

Adjournment - A motion was made by Stuewe, seconded by Martens, to adjourn the meeting at 4:28 PM. The motion carried unanimously.

Dated Approved: August 20, 2025

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: August 7, 2025

To: Dr. Jon Graff - Superintendent

From: Bee Ong - Finance Accountant

Re: **Monthly Board Bills, Payroll & Student Activity Amounts:**

July 2025 - Business Office checks	$3,652,132.45
July 2025 - Business Office wire payments	$1,844,855.17
July 2025 - Payroll	$1,018,389.24
	$6,515,376.86

St. Peter Public Schools	Jul-25	
Outgoing Wire Payments		
MSDLAF to USBank (Feb/Aug bond pymt)		
BCBS - medicare health	7/22/2025	826.00
BCBS - medicare health	7/22/2025	12,663.60
Medicare Blue RX	7/1/2025	7,770.00
Life	7/1/2025	3,084.31
LTD	7/1/2025	4,112.40
FNB BO to VISA	July	24,179.67
Wire of federal payroll taxes	7/15/2025	163,264.54
Wire of federal payroll taxes	7/18/2025	114.01
Wire of federal payroll taxes	7/22/2025	1,041.60
Wire of federal payroll taxes	7/23/2025	546.85
Wire of federal payroll taxes	7/31/2025	163,026.10
Wire of state payroll taxes	7/1/2025	44,211.11
Wire of state payroll taxes	7/16/2025	27,601.24
Wire of state payroll taxes	7/18/2025	94.00
Wire of state payroll taxes	7/21/2025	1.87
Wire of state payroll taxes	7/24/2025	311.24
PERA payments	7/16/2025	21,007.23
PERA payments	7/18/2025	98.52
PERA payments	7/24/2025	88.14
PERA payments	7/31/2025	19,941.59
.		
TRA payments	7/16/2025	101,570.83
TRA payments	7/18/2025	1,983.18
TRA payments	7/31/2025	105,292.58
Horace Mann	7/2/2025	2,185.00
Horace Mann	7/16/2025	3,185.00
Ameriprise/NBSGroup Bill	7/1/2025	2,275.00
Ameriprise/NBSGroup Bill	7/16/2025	2,275.00
Colonial Life	7/1, 7/11	12,579.63
EyeMed	7/1/2025	1,172.35
HomeTown - Dental direct debits	7/8/2025	4,225.86
HomeTown - Dental direct debits	7/14/2025	3,887.51
HomeTown - Dental direct debits	7/21/2025	6,135.70
HomeTown - Dental direct debits	7/22/2025	1,749.00
HomeTown - Dental direct debits	7/28/2025	3,372.95
HomeTown - BCBS debits	7/3/2025	132,173.55
HomeTown - BCBS debits	7/10/2025	57,649.04
HomeTown - BCBS debits	7/17/2025	30,644.02
HomeTown - BCBS debits	7/24/2025	37,642.65
HomeTown - BCBS debits	7/31/2025	96,963.95
HomeTown - Healthiest You	7/8/2025	2,668.00
FNB HSA/VEBA-Medsurety/Matrix Trust	July	741,240.35
	Total Outgiong Wire Payments	**1,844,855.17**

ADDENDUM

Regular Board Meeting
Wednesday, August 20, 2025
SPCC-Governor's Room
5:00PM

VII. ACTION ITEMS

1. AGENDA ITEM #1

Subject: Consider Acceptance of Gifts, Donations and Grants

Action: Requires a Motion

Background: The following donations have been generously offered to Saint Peter Public Schools:

1. The Govenaires Performing Arts Association continues to offer music lessons through a partnership with Saint Peter Community & Family Education. They have provided instructors with a $750 donation to help defray some of the participant fees for Private Percussion Music Lessons. We sincerely appreciate the Govenaires' commitment to inspiring our community through music.

2. Saint Peter High School, in collaboration with Habitat for Humanity, has received a grant in the amount of $99,999.00. The Minnesota Housing Challenge Grant will help financially support the build of another Habitat for Humanity home as well as provide approximately $20,000.00 to update tools and equipment for the building trades class.

3. A donation from the Saint Peter Booster Club for $11,367.49. This donation was for final items purchased during the 2024-2025 school year.

4. A donation from the Saint Peter Youth Wrestling Association for $10,624. This donation will be used to purchase a roll-out protector mat to cover the practice mat in the Wrestling Room.

Presentation: Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend your acceptance of these donations and grants as presented.

That's Community Ed!
Saint Peter Public Schools – ISD 508

TO: **Dr. Jon Graff, Superintendent**
School Board

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

SUBJECT: **Donation**

DATE: **July 10, 2025**

Since Fall 2022, Saint Peter Community & Family Education has partnered with the Govenaires Performing Arts Association to enhance our music education programs. Thanks to their generous support, the Govenaires supply experienced instructors and recently made another $750 donation to reduce participant fees for Percussion Music Lessons.

We sincerely appreciate the Govenaires' commitment to inspiring our community through music. I recommend that this generous donation be accepted.

MEMO TO: Dr. Jon Graff
School Board

FROM: Annette Engeldinger

DATE: July 22, 2025

RE: Minnesota Housing Challenge Grant

Saint Peter High School, in collaboration with Habitat for Humanity, has secured a grant in the amount of $99,999.00. The Minnesota Housing Challenge Grant dollars will help financially support the build of another Habitat for Humanity home within the Saint Peter Community. While the bulk of the dollars will go towards materials for the build, approximately $20,000.00 will be allocated to update tools and equipment for our building trades class. The class has been building Habitat Homes in our community for over 30 years - something the high school is very proud of. We are incredibly excited to have been awarded this generous grant!

I recommend the acceptance of this $99,999.00 grant.

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

MEMO TO:	**Superintendent, Jeff Olson** **Members of the School Board**
FROM:	**Shea Roehrkasse**
DATE:	**8/14/25**
SUBJECT:	**8.14.25 Booster Donation**

Please accept this donation from the Saint Peter Booster Club for $11,367.49. This was to wrap up all items from the 24-25 school year. Please let me know if you have any questions.

Thank you,

Shea Roehrkasse
Activities Director

MEMO TO:	**Superintendent, Jeff Olson** **Members of the School Board**
FROM:	**Shea Roehrkasse**
DATE:	**8/14/25**
SUBJECT:	**8.14.25 Youth Wrestling Donation**

Please accept this donation from the Saint Peter Youth Wrestling Association for $10,624. This is to purchase a roll-out mat that goes on top of our practice mat in the Wrestling Room. Please let me know if you have any questions.

Thank you,

Shea Roehrkasse
Activities Director

ADDENDUM

Regular Board Meeting
Wednesday, August 20, 2025
SPCC-Governor's Room
5:00PM

VII. ACTION ITEMS

2. AGENDA ITEM #2

Subject: Consider Adoption of Student/Parent Handbooks for 2025-2026

Action: Requires a Motion

Background: On an annual basis, the School Board is presented with recommended changes to PreK-12 handbooks.

At tonight's meeting, principals will provide an overview of recent handbook changes and will be prepared to answer questions.

These changes have been reviewed by the Policy Committee at their August 11, 2025 meeting and the Education Committee at their August 14, 2025 Meeting.

Presentation: Superintendent of Schools, Jon Graff
Building Principals

Options/Recommendation: I recommend your approval of the 2025-2026 handbooks as presented.

TO: Dr. Graff, Superintendent
Members of the Board

FROM: Jana Sykora

DATE: 8/11/2025

RE: 25-26 South Student-Parent Handbook

Attached is the 2025–2026 South Elementary Student-Parent Handbook.

The contents of the handbook are reviewed each spring and summer by the South Elementary Building Leadership Team. This year's review resulted in the following changes:

Updated Principal Welcome Letter

Section 1: Academics

- **Conferences** – Updated conference dates for the current school year.
- **Report Cards, Grades & Assessments** – Added information about our grading scale and universal reading screening per READ Act requirements, along with a paragraph about math and SEL screening.

Section 2:

- **Attendance**
  - Adjusted tardy policy: Students will be marked tardy until 8:15 a.m., after which they will be marked as having a morning absence.
  - All absences are tracked by the minute and reported precisely.
  - Added language encouraging third-party documentation for all medical, therapy, and legal absences.

  Leaving School
  - Added clarification that a government-issued ID is required when picking up students.

  Student Drop-Off and Pick-Up
  - Added language stressing the importance of using the drop-off loop instead of the parking lot.

Section 4: Guidelines and Procedures

- **Recess** – Removed the sentence about recess suspension; refined language regarding our 30-minute recess, inclement weather, and priority on student safety.
- **Visiting School** – Clarified that lunch visits do not include recess; added a request that parents avoid bringing food to share with other children due to allergy risks.
- **Bikes, Scooters & Skateboards** – Added scooters to the policy.
- **Flexible Learning Days** – Removed the line about sending iPads home with students, as this has not been done in recent years.
- **Snack Cart** – Removed information due to the availability of free breakfast in Minnesota.
- **Treats** – Added language about notifying teachers in advance, encouraging non-food items, and considering cleanup.
- **Athletic Events** – Updated information about admission costs and athletic passes.

Section 5:

Technology

- Updated per new MSBA recommendations for device policies; added third and fourth bullet points under Responsible Student Use.
    - **Electronic Devices** – No devices in the classroom.
    - **Failure to Meet Electronic Device Expectations**.
- **AI Policy: New**

At South Elementary, our primary focus is on developmentally appropriate, relationship-based instruction. While artificial intelligence (AI) tools may be used by staff to enhance planning or support individual learning needs, their use with Kindergarten and first grade students is limited and always guided by professional judgment.

- *AI is not used as a substitute for hands-on learning or teacher interaction.*
- *Any AI-based tools (such as reading supports or adaptive learning programs) are carefully reviewed to ensure they are safe, age-appropriate, and aligned with district policy.*
- *Student data privacy is a top priority. We do not allow AI tools to collect or share personally identifiable student information without consent.*

Section 6: Health

- Removed redundant information about staying indoors for recess.
- Added language stating that medications will be disposed of if not picked up within one day of withdrawal or the end of the school year.
- Included the "How Sick is Too Sick?" handout from the health office.

Section 7: Policy: Updated to reflect current school board policies.

[1]

Date:	August 11, 2025
To:	Dr. Jon Graff Saint Peter School Board
From:	Darin Doherty
Re:	Student/Parent Handbook Revision for 2025-26 SY

In preparation for the 2025–2026 school year, North Elementary has made several targeted updates to the Student/Guardian Handbook to improve clarity, align with district policies, and support safe and consistent expectations for students, families, and visitors. Below is a summary of the key changes:

Handbook Revisions:

1. **Page 9 – Volunteer Background Checks:**
   Language was added to clarify that if parents, guardians, or community members wish to volunteer regularly during the school day or at school-sponsored activities, a background check will be required.

2. **Page 9 – Visitor Check-In Procedures:**
   Visitors are now required to sign in at the front office via Door 1 during instructional hours (8:00 a.m. – 3:00 p.m.), present a valid state-issued ID, and wear a provided name badge before entering the main building.

3. **Page 15 – Daily Attendance Tracking:**
   A new section details North Elementary's attendance procedures. Attendance is taken between 8:00 and 8:15 a.m. Students arriving between 8:00 a.m. and 8:15 a.m. will be marked tardy. Students arriving after 8:15 a.m. will be marked absent. All attendance is based on total instructional minutes missed, including early pickups and late arrivals.

4. **Page 17 – Student Expectations at High School Athletic Events:**
   We have clarified expectations for elementary students attending St. Peter High School athletic events. Students are expected to attend with an adult and behave according to the same behavioral expectations in place during the school day. Students who do not meet these expectations may be asked to leave or stay with their accompanying adult.

5. **Page 17 – Building-Wide Student Assessments:**
   A new section was added describing the assessment practices in place at North Elementary. All students in grades 2 through 4 participate in fall, winter, and spring screening assessments to monitor progress in reading, math, and social-emotional learning. In addition to these screeners, curriculum-based measures (CBMs) are administered in reading fluency, phonics and morphology knowledge, and math fluency during each of the three assessment windows. These tools allow educators to identify students in need of additional support or enrichment and to adjust instruction accordingly. Students in grades 3 and 4 also participate in the Minnesota Comprehensive Assessments (MCA) for reading and math in the spring. Parents and guardians who wish to opt their child out of MCA testing may do so using the official form provided by the Minnesota Department of Education, with a link included in the handbook. For students

[1]

who receive services through an Individualized Education Program (IEP), decisions about assessment participation and accommodations are made in consultation with the IEP team.

6. **Appendix - Policy:** The appendix has been expanded to include additional district policies as required or recommended.

These changes aim to enhance communication, safety, and clarity for our North Elementary community. Please review the updated handbook and reach out if you have any questions.

MEMO TO:	**Dr. Jon Graff, Superintendent** **School Board**
FROM:	**Jessi Buttell**
DATE:	**August 15, 2025**
SUBJECT:	**SPMS Student-Parent Handbook**

The following changes are being recommended for the Saint Peter Middle School Student-Parent Handbook.

- **Section 3: Student Behavior**
  - **After-School Co-Curricular Events**
    - *IV. Student Assemblies and Events (Page 12)*
      - If students do not meet these expectations, they will be asked to leave the event or stay with their parents/caregivers.

- **Section 4: Guidelines and Procedures**
  - *W. Visitors (Page 21)*
    - Visitors are now required to sign in at the front office via Door 1 during instructional hours (8:05 a.m. – 3:10 p.m.), present a government-issued ID, and wear a provided name badge before entering the main building.

- **Section 5: Technology**
  - *D. District Issued Chromebook Expectations - III A. (Page 22)*
    - Chromebook/device screens are monitored by classroom teachers through Securly Classroom while the student's Chromebook is in use.

- **Section 8: Assessment** *(Page 29)*

  Saint Peter Middle School students will participate in various district and state-wide assessments throughout the school year. Assessment data helps Saint Peter school district measure student progress toward Minnesota's academic standards in reading, math, and science. Other assessments provide educators with a comprehensive assessment system offering universal screening and early identification of academic and social-emotional needs.

  A. District and State Assessments

  I. FastBridge assessment→ students are tested in areas of reading, math and social-emotional three times a year (fall, winter, and spring)

  II. Minnesota Comprehensive Assessment (MCA) → students are tested in areas of reading, math, and science (science: eighth grade only) one time per year.

B. READ Act Requirements

I. If a student in grades 4-12 is identified as needing further support after an initial screening (like the aReading assessment), Capti Read Basix is administered as a Minnesota Department of Education (MDE) approved dyslexia screener. This second screening helps identify specific reading needs and guides appropriate interventions for students not consistently demonstrating grade-level reading skills. The use of Capti Read Basix aligns with efforts to ensure assessment tools and instructional decisions are rooted in the Science of Reading and state guidance like the Minnesota READ Act Literacy Plan.

- **Appendix - Policy:** The appendix has been expanded to include additional district policies as required or recommended.

TO:	Dr. Jon Graff Members of the School Board
FROM:	Annette Engeldinger
DATE:	August 4, 2025
RE:	2025-2026 Student-Parent Handbook

The following changes are being recommended for the Saint Peter High School Student-Parent Handbook.

- **<u>Academics - Structured/Guided Study Hall</u>**
  - New Language
    1. Students are placed in a guided study hall for the following reasons:
       a. Receiving a D- or below for a quarter or mid-quarter grade
       b. Behavior referral
       c. Poor attendance
    2. If a student is placed in a guided study hall at the beginning of the quarter, their progress will be reviewed at mid-quarter. If a student is placed in a guided study hall at mid-quarter, their progress will be reviewed at the end of the quarter.
    3. Guided study halls are to be quiet and conducive to study. Talking should be done quietly.
    4. Students are not allowed out of study hall.

  - Former Language
    1. Guided study halls are to be quiet and conducive to study. Talking should be done quietly.
    2. Students are not allowed out of study hall.

- **<u>Attendance</u>**
  - New Language
    Absences that will be marked as UNEXCUSED
    a. More than 10 minutes late to school or a class
    b. Missing the bus / missing your ride
    c. Truancy
    d. School office not notified of the absence
    e. Automobile problems (repeated incidents)
    f. Parent not aware of the absence
    g. Work

- Former Language

  Absences that will be marked as UNEXCUSED

  h. More than 10 minutes late to school or a class
  i. Missing the bus / missing your ride
  j. Truancy
  k. School office not notified of the absence
  l. Automobile problems (repeated incidents)
  m. Parent not aware of the absence

- **<u>Attendance - Co-Curricular Participation</u>**
  - New Language
    1. In order to participate in co-curricular activities, students must be in attendance for the entire day, unless they have an excused absence listed in 2.C or approved by administration.
    2. If a student is suspended from any class, they may not participate in any activity or program that day.
    3. If a student is absent unexcused they may not participate in any activity or program that day.

  - Former Language
    1. In order to participate in co-curricular activities, students must be in attendance for the entire day.
    2. If a student is suspended from any class, they may not participate in any activity or program that day.
    3. If a student is absent unexcused from any class, they may not participate in any activity or program that day.

- **<u>Technology - Cell Phone Use</u>**
  - New Language

    1. Cell phones are not allowed in academic areas of St Peter High School.
       a. Classrooms
       b. Pods
       c. Any area where academic instruction is taking place

    2. Cell phones may not be used in any manner that causes or results in disruption of the educational environment or school-sponsored extracurricular activities or events or impairs or interferes with school district operations.

    3. Students shall keep their personal electronic communication devices (cell phones) in a secure place, such as the student's locker, a closed backpack, a storage device provided by the school, or an area designated by the classroom teacher, at all times when personal electronic communication device use is prohibited.

    4. The school district is not responsible for, nor is it required to investigate, any lost, stolen, or damaged personal electronic communication devices brought onto school grounds, the bus, or school-sponsored activities or events.

- Former Language
    1. Cell phone use in the classroom will be allowed per teacher discretion. Teachers have posted their cell phone policies in the classroom.

- **<u>Graduation Requirements</u>** - Changes in state testing requirements (if any) from the state of Minnesota will be reflected.

TO:	Dr. Graff, Superintendent Members of the Board
FROM:	Jana Sykora
DATE:	8/11/2025
RE:	2025-2026 OLA Student-Parent Handbook

Attached is the 2025-2026 OLA Student-Parent Handbook.

The contents of the handbook are reviewed by the OLA Building Leadership Team each summer.

This year's review did not result in significant changes but personnel information was updated. The changes are outlined below.

1. In the program description, we changed language around rotating electives since we are unable to regularly offer CTE or art courses with change in make-up of staff.

2. Under devices & internet, we added language about monitoring computer activity with Securely. We want to be transparent with students and families about how closely computer activity is monitored for our students.

SOUTH ELEMENTARY
STUDENT-PARENT HANDBOOK
2025-2026

1405 South 7th Street
Saint Peter, MN 56082
(507) 934-2754



Dear Parents and Students;

Welcome to South Elementary!

South is a vibrant community of learners dedicated to meeting the unique needs of children ages 5–7. In our K–1 environment, students are supported by a team of caring educators who are responsive to their academic, social, emotional, and behavioral development. We are proud to be a culturally diverse school that honors the traditions, values, and expectations of all the families we serve.

Academically, South focuses on building strong foundations in early literacy and numeracy to set students up for lifelong learning. Our students also participate in a full rotation of specialist classes—including Physical Education, Music, Art, Library, and STEAM (Science, Technology, Engineering, the Arts, and Mathematics)—each led by a dedicated specialist. Our school library is another cornerstone of our literacy-rich environment. With the support of our media specialist, students have access to a wide range of books that are regularly updated and thoughtfully selected to reflect both student interests and the early reading levels of our learners. Each class visits the library once during every five-day rotation to foster a love of reading and exploration.

In addition to classroom learning, students explore communication, collaboration, creativity, and motor skills in our four dedicated "Imagination Station" learning spaces. These hands-on, multisensory areas allow students to explore, play, and grow every day.

To support the whole child, South implements the STAR Pride program, our Positive Behavioral Interventions and Supports (PBIS) framework that promotes safety, respect, and responsibility. This is further enriched by the Character Strong curriculum, which helps students build empathy, emotional regulation, and strong interpersonal skills. Together, these programs help create a safe and caring environment where students learn what it means to be kind, thoughtful, and resilient members of a community.

Perhaps the most special part of South Elementary is the deep sense of love, support, and belonging that exists among our staff, students, and families. We are a true community of care, where relationships are valued, kindness is modeled, and every child is known and celebrated.

We are excited to partner with you on your child's educational journey and can't wait to see all the ways they will grow and shine this year.

Sincerely,



Jana Sykora, Principal of South Elementary

SOUTH ELEMENTARY PERSONNEL 2025-2026

To call staff, please call the South Office at (507) 934-2754

Principal Jana Sykora
Principal's Secretary Deb Pfeifer
Receptionist & Attendance Marlene Barfknecht

School Counselor Laura Zender
Behavior Interventionist Cindy Bruce
ELL Stephanie Noble
Intervention Specialist Kaari Bly

Art Kelly Nyhammer
Music Robyn Woods
Phy Ed Christi Maloney
DAPE Jordyn Jarr
STEAM Rachael Schweigert
School Psychologist Nancy Christiansen
Occupational Therapy Hannah K. Johnson
SLMH Therapist Gabrielle Heille & Katelyn Rogotzke
Speech/Language Christina Kienlen

Kindergarten
Tressa Gruenzner
Sarah Hartfiel
Joyce Harvey
Karissa Minks
Bridget Powell
Janaye Rouillard

Grade One
Abby Alderman
Kelly Bjorklund
Mariah Eyler
Ashlyn Rosenberg
Heidi Schultz
Elizabeth Wenner

Special Education
Stacy Abel
Olivia Mikkelson
Jennifer Stenzel
Hannah Struckman

Reading Corps
Eleanor Grinnell

Media Center
Tara Johnson
Karen Snay, Media Specialist

Title I Paraprofessionals
Jen Lee, Tara Johnson, Chelsey Smith, Naomi Wolf, Evelin Canil Aguilar

Sp Ed Paraprofessionals
Bridget Mullaly, Roberta Zamma Gallarati, Hannah Johnson, Theresa Lekander, Mallory Hartfiel, Aidan Sindelir, Korrina Haack, Anna Leafblad, Kendra Skorr, Rachel Stuewe, Joey Gaffaney, Nicole Doyen

Health Office
Jody Fischenich, South Nurse
Kara Olson, South Health Assistant
Rachel Fitch, District Nurse

Community Liaisons
Maripsa Romero
Christian Juantos
Buraq Ahmed

Kitchen Staff: Room 144
Maribelle "Mimi" Brock , head cook
Michelle Leonard
Mary Thompson
Linda Lorentz

Custodial Staff
Nathan Hughes
Adam Marsh

Saints Over Time (OT)
Kerrey Erickson, SOT Coordinator
Tami Skinner, Community Ed Director

Special Programs
Ytive Prafke, administrator

School Resource Officer:
Jon Hughes

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SECTION 1: Academics

Conferences

A strong school to home to school partnership is a key component in a student's success. Parent teacher conferences are an excellent way to foster this. At South, parent teacher conferences will be scheduled for 20 minutes, three separate times throughout the school year. In the event that parents choose not to attend their child's conference together, the conference time will be split equally between the two parents. The three conferences are as follows:

Back-to-School Conferences: Students should attend this conference with their parents
September 2 and 3: 7:30-3:30 Conferences, NO SCHOOL

Fall Conferences: Parents may use discretion regarding whether or not to bring their student
Nov. 13 and 18: Parent/Teacher Conferences 3:30-7:30
Nov. 14: Parent Teacher Conferences 7:30-3:30, NO SCHOOL

Spring Conferences: Students should attend this conference with their parents
February 12 & 17: Parent/Teacher Conferences 3:30-7:30
February 13: Parent/Teacher Conferences 7:30-3:30, NO SCHOOL

Report Cards, Grades & Assessment

Parents will receive report cards at the end of each quarter of school. At this level, grades are intended to provide information to families about their child's progress and skill development. Parents are invited and encouraged to contact their child's teacher at any time if they have questions or concerns regarding their child. Report cards may be viewed online via the parent portal. Students will receive grades for social skills and work habits as well as academic achievement.

The academic performance rubric for South and North Elementary report cards is as follows:

Description	Score
Exceeds with Independence	4
Meets with Independence	3
Making Progress with Support	2
Not Making Expected Progress	1
Not Assessed	NA
Insufficient Evidence	I

As part of Minnesota's READ Act requirements, all students in grades K and 1 will participate in universal reading screening three times per year—in the fall, winter, and spring—using the state-approved FastBridge assessment. These screeners help us monitor each child's reading development and identify students who may benefit from

additional support. After each screening, families will receive information about their child's current reading proficiency level, the reading services being provided, and strategies to support reading at home—offered in the family's home language whenever possible. If a student needs targeted intervention, families will also receive this information from the school.

In addition to reading, students in grades K and 1 are also screened in math using FastBridge to monitor foundational skills and identify students who may need additional support. To support the whole child, we also use the SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) to gather data on students' social-emotional well-being. This allows us to proactively plan supports and interventions in partnership with families to ensure every student is thriving academically and emotionally.

STARS Academy

Students who demonstrate a need for additional academic support may be referred to STARS Academy, which is a Targeted Service Program. Small group instruction aligned to grade level standards help support at risk learners. This program is offered in after school sessions as well as a summer session. Specific information and registration details will be provided to you if your child demonstrates a need for this support.

Transfer from School

If a student withdraws from school before the end of the school year, the school office should be notified at least two days before the departure. Parents should stop in the office with transfer information so that the student's records can be sent to the new school when requested.

School Records

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

Parent Right to Know

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

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

SECTION 2: Attendance

School Hours

School begins at 8:00 am Dismissal is at 2:55 p.m., and buses leave the grounds at 3:00 p.m. Adult supervision is available from 7:40 am to 3:05 p.m. Saints Over Time child care is provided on site. Information on this program is available through the Saint Peter Community Education Office.

Calendar

The school calendar is adopted annually by the school board. A copy of the school calendar is provided for each student in their back to school packet and a copy may be found on the school district's website at https://www.saintpeterschools.org.

Building Security

In our continuing efforts to keep students safe while they are at school, all entrances are locked during the school day. Adult supervisors are on duty at 7:40 am at the gym doors. All visitors must stop at the reception area and receive a visitor's badge before they are admitted into the building. Visitors will need to provide photo identification (driver's license or state ID) to check in. Maintaining a safe environment for our students and staff is of utmost importance to us. A safety and security plan has been developed and procedures will be put in place at the discretion of the building principal.

Attendance

Regular attendance is absolutely essential to progress in schoolwork. Each teacher will be responsible for reporting their classroom attendance by 8:15 am. Students arriving after 8:00 am must stop in the office and receive a pass.

When a student is absent, parents are required to phone the school office and report the absence. **The phone number for reporting absences is 934-2754.** If there is no answer, leave a message with a short description including your name, the name of the student and the reason for the absence. Attempts will be made to contact the families of absent students that have not notified us. Absences will be marked unexcused until a parent/guardian has contacted the school.

Although excusing absenteeism and tardiness is at the discretion of the principal, the following reasons are valid per school board policy and should be used by parents and students as guidelines:

- Illness (see "How sick is too sick to attend school?" on page 25)
- Serious illness in the student's immediate family
- A death or funeral in the student's immediate family or of a close friend or relative
- Medical, dental, or orthodontic treatment, or a counseling appointment
- Court appearances occasioned by family or personal action
- Religious instruction not to exceed three hours in any week
- Observance of religious events
- Physical emergency conditions such as fire, flood, storm, etc.
- Official school field trip or other school sponsored outing
- Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences.

- Family emergencies
- Active duty in any military branch of the United States
- A student's condition that requires ongoing treatment for a mental health diagnosis
- The building principal can/may make exceptions for unusual situations
- Family vacations ***with prior Principal approval***

At kindergarten and first grade, the primary responsibility for school attendance (8:00 am - 2:55 pm) rests with the parents.

Parent Responsibilities

1. Encourage students to attend school regularly.
2. Notify the office by phone on the day of your child's absence OR send a note with your child on the day of his/her return to school from any absence.
3. Absences verified within 24 hours of the students return to school can be adjusted from unexcused to excused.
4. Absences accompanied by third-party documentation after 24-hours may be adjusted from unexcused to excused at the principal's discretion.
5. Limit absences by scheduling appointments, vacations, family visits, etc. on non-school days or outside of school hours.

Tardiness and Partial-day Absences

School begins promptly at **8:00 am** Students are expected to be in their classrooms, ready to learn, by this time.

- Students arriving **between 8:01 and 8:15 am** will be marked **tardy**
- Students arriving **after 8:15 am** will be marked **absent**, but we will document the exact time of arrival in the attendance record,
- Attendance will be recorded based on the number of minutes the student is in school, in alignment with state attendance guidelines.
- Two half-day absences are equivalent to one day of absence.

Reporting Absences

- Teachers report attendance/absences to the office by 8:15 am. Teachers maintain regular contact with parents of students with repeated absences. The attendance team, consisting of the school principal, attendance secretary, counselor and nurse, meet twice monthly to review and respond to attendance data.

- The attendance secretary updates attendance information in Infinite Campus each morning by 9 am. If we have not heard from parents/guardians regarding absences, the attendance secretary will try to reach parents/guardians by phone or email prior to 9 am. This is to ensure the whereabouts of the minor child are known for safety reasons.

- We understand that scheduling doctors and dentist appointments takes coordination and availability of openings. Whenever possible, we encourage you to make doctor and dentist appointments after school hours. We **strongly encourage** parents and guardians to provide third-party documentation (such as a doctor's note) for any student absences whenever possible. This is a helpful and proactive practice, and it supports accurate attendance records for our school.

- If your child is frequently absent, our school attendance team will reach out to partner with you. We are committed to supporting families in building strong attendance habits, as regular attendance supports consistent learning, classroom routines, and student success. We communicate with families when students miss school—whether absences are excused or unexcused—to ensure we stay connected and responsive to your child's needs.

    - **Chronic Absenteeism Notification:** If a student's absences reach 10% of the school year, we will contact you to schedule an attendance meeting. According to state guidelines, this level of absenteeism is considered chronic. If absences have been prearranged or supported with medical documentation, and there is a plan in place to support your child's academic progress, a meeting may not be necessary.
    - **Unexcused Absence Policy:** If a student accumulates seven unexcused absences during the school year and school-based supports have not led to improved attendance, we are legally required to file an educational neglect petition with the child's resident county child protection department, in accordance with Minnesota Statute 260A.02.

Leaving School

For the safety of students leaving the building during the school day, parents/guardians need to come to the school reception office to meet the student. If someone other than a parent or emergency contact person listed on Infinite Campus will be picking up the student, a call must be made or a note must be sent to inform the office. Please be ready to provide government issued identification to our office staff upon pick-up.

Student Drop Off and Pick Up

Parents who drop off/pick up their children are reminded that the lower ramp is an area reserved for the buses and staff parking only. For the safety of our students, please do not park in that area. Students who are transported to school via private transportation will use "the loop". To use this, drivers will pull up along the designated area, wait for school personnel to greet their child, and the staff will then guide them along the sidewalk for a safe entry into the building. Supervisors are on duty at 7:40 am. Parents should not drop students off in the parking lot to walk in unattended for safety reasons. Unless you are walking your child to the door, please use "the loop."

Transportation Eligibility

Bus transportation will be provided for students who meet one of the following requirements:

- Students who live one mile or more from the school they attend
- Students who live within the city limits east of Highway 169 or south of Highway 99 and are without the benefits of crossing signals, and/or students who live within the city limits east of Highway 22 and north of St. Julian St.

Parents are permitted to designate a licensed day care facility or the home of a relative, as the home of a student for transportation. All students must have a completed bus form on file to be issued a bus pass. This pass will be used to track your child in the event of an emergency.

Saints Bus Service: (507) 934-4690

We work closely with Saints Bus Service to provide our students with a safe ride to and from school and school related events. Students must be registered to ride the bus, and registered riders will receive printed bus tags that should be visible on the student's backpack.

Students at South and all other schools in the state, receive school bus safety training twice each school year. Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding the school buses as are expected on school property or at school activities, functions, or events. The State of Minnesota provides school districts guidelines for creating rules at the bus stop and on the bus. For the safety of all riders, please help reinforce the importance of following these bus rules with your child:

At the Bus Stop

- Get to the bus stop 5 min before your pickup time.
- Respect the property of others.
- Keep your arms, legs, and property to yourself.
- Use appropriate language.
- No fighting, teasing, bullying, playing at the bus stop.
- Stay away from the street.
- This is a "waiting place" not a "playing place."

On the Bus

- This is a place that must be orderly and safe for all riders.
- Always listen to the bus driver.
- Sit in your seat facing forward.
- Talk quietly and use appropriate language.
- Keep all parts of your body in the bus.
- Keep your arms, legs and belongings to yourself.
- No fighting, teasing, bullying or playing around on the bus.
- Do not throw any objects.
- No eating or drinking on the bus.
- No sharp objects on the bus.
- Do not damage the bus

Consequences for school bus/bus stop misconduct will apply to all routes. Parents will be notified of any misconduct by your child via a bus conduct report. The discipline procedure for misconduct will be as follows:

First offense

Student will review the bus safety rules with a school staff member and parents will receive a call to discuss the incident & the consequences for subsequent bus misconduct reports.

Second offense: Student will again have the bus safety rules reviewed in a second session with a school staff member, and additional consequences may be given. A call will be made to the parents to inform them that additional instances may result in a suspension from riding the bus.

Third Offense: Additional instruction on the importance of following the bus safety rules will be given to the student and a call will be made to the parents to inform them of consequences and or suspension.

Fourth & Future Offenses: Student will conference with the principal and parents will be notified of a suspension from riding the bus. Suspension duration will begin with one day and increase with each offense. They could result in removal from riding the bus for the remainder of the year. Any serious infraction may be cause for immediate removal.

SECTION 3: Student Behavior

STAR Behavior Support and Intervention (Stop, Think, And Reflect) Room

The purpose of the STAR Room is to support a safe, positive behavioral, and academic learning environment for our students. Through interaction with our STAR room behavior interventionist, students are encouraged to stop, think, and reflect on undesirable choices and create a positive plan for moving forward.

South's Star Pledge

At South, we treat each other with respect, take responsibility for our learning, and strive for a safe school for all.

We believe that a self-disciplined school climate is essential to enhance student pride and care for themselves, others, and the learning environment. The way children feel about themselves, classmates, and school, definitely affects their attitude and ability to learn. With your help, a healthy, positive attitude can be developed about school and the value of learning.

Our goal is to guide students to work for positive behavior choices. We want students who leave South Elementary to possess academic and social skills that will prepare them to function as responsible citizens.

As a kindergarten and first grade building, our faculty and staff understand that students are learning what it means to be responsible, respectful and safe. Learning these skills is a normal part of childhood development. A number of services are in place at South Elementary to provide students with assistance when needed to address behavioral and/or academic needs.

Classroom

- ★ Behavior expectations and modeling begin here
- ★ Classroom management strategies are in place

STAR Room (Stop-Think-And-Reflect)

- ★ Purpose is to support the child both academically and behaviorally in a calm, quiet environment
- ★ A plan will be developed with your child and sent home for your review

Individual/ Group Counseling

- ★ Available upon referral with parent permission
- ★ Student will work with a licensed professional

Crisis Prevention Intervention (CPI)

The CPI program is a safe, non-harmful behavior management system designed to help staff provide the best possible care, welfare, safety, and security for children in crisis. Special education teachers and paraprofessionals are required to renew CPI certification annually.

STAR Pride at South Elementary

	Be Respectful / Be Kind	Be Responsible / Be Strong	Be Safe / Be Well
Classroom	• Use whole body listening • Follow directions • Help others when they need help	• Do your best work • Take care of and clean up materials • Tell the truth • Resolve problems	• Keep hands/feet to self • Use materials appropriately • Walking feet
Music	• Look at teacher • Listen quietly • Use good manners	• Pay attention • Follow directions • Do your best	• Stay in your own space • Use best singing voice • Do actions properly
Phy Ed	• Be a good listener • Take turns	• Complete all tasks (individual/group) • Follow directions • Help pick up equipment	• Wear proper shoes & clothes • Use equipment properly
Art	• Look at teacher • Listen to teacher • Share with others • Hands and feet to yourself	• Follow directions • Clean up after yourself • Put away supplies	• Use art tools safely and appropriately • Clean up spills • Push in chairs
Hallway	• Level 0 voices • Hands and feet to yourself	• Stay in line • Do not touch others' lockers	• Use walking feet with eyes forward • Use railing when using the stairs
Cafeteria	• Use appropriate manners • Respect personal space	• Keep track of personal items • Clean up your area	• Carry your tray with two hands • Walking feet • Level 2 voices
Playground	• Respect people and property • Talk turns • Use kind words	• Stay in allowed areas • Put equipment away • Line up at whistle • Resolve problems	• Keep hands and feet to yourself • Follow game and equipment rules
Dismissal	• Form a line • Use kind words	• Go directly to the bus line • Watch for your car in • your designated space on the sidewalk	• Keep hands and feet to yourself • Level 1 voices
Bathroom	• Control your body and voice • Respect others' privacy	• Flush • Wash hands • Throw trash away • Return to room quickly	• Walk • Keep hands and feet to yourself
Bus	• Listen to adults on bus • Use inside voices • Hands and feet to yourself	• Be at your stop on time • Keep backpack closed • Go where you belong	• Sit in your seat • Face forward • Walk

SECTION 4: Guidelines and Procedures

Classroom Assignments

Classroom assignments are within the school district's discretion. We utilize a computer program to ensure that classrooms are well balanced. Things that we know are important to consider as we input information include, but are not limited to:

- A balance of boys and girls
- A blend of all ability levels
- Test data on student achievement
- Careful consideration of student personalities and behaviors
- A mixture of students from all classrooms
- Placing students together who work well academically even if they aren't necessarily friends.

Parents are given the opportunity to fill out an input sheet if there is specific information that they would like considered in their child's placement. Parents are notified of their child's classroom assignment via school correspondence prior to the start of the school year or upon enrollment during the school year. Classroom assignments are designated as directory information and can be listed publicly. (Example: school yearbook)

Complaints

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

Fees

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

- Admission fees or charges for extracurricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity are the same for all students, regardless of whether the student is enrolled in a public or a home school.
- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Personal physical education and athletic equipment and apparel.
- Items of personal use or products that a student has an option to purchase, such as yearbooks.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Transportation to and from school for students living within two miles of school.
- Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the school principal.

Fundraising

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

Holiday Celebrations and Parties

Our focus is on providing inclusive learning experiences for all of our students. Parents will be notified of celebrations taking place within our school via classroom or school communication,

Interviews of Students by Outside Agencies

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

Messages for Students

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

Nondiscrimination

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated Kelly Jenson, Social Worker, 2121 Broadway, Saint Peter, MN 56082, (507) 934-4212 as the district's human rights officer to handle inquiries regarding nondiscrimination.

Notice of Violent Behavior

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

Searches & Desks

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

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

Distribution of Non School-Sponsored Material on School Premises

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

Lockers and Personal Possessions

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

Video and Audio Recording

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

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

Phone Calls to Teachers

If a parent wishes to speak to a teacher, it is best to call before school begins or after school ends. If this is inconvenient, a message may be left on voicemail for the teacher to return your call. Oftentimes, voicemail may not get checked until after the students are excused. For this reason, ***please do not leave urgent messages regarding dismissal on a teacher's voicemail.*** If your child's end of the day plans change, please call the office by 2:00 pm. This will allow us adequate time to convey the message to both the teacher and the student and aid in a smooth dismissal.

Dress Code

Gym shoes will be required for each day that your child has physical education. In the event that it is a hardship for your family to provide adequate clothing for your child, please contact the school counselor or the office. Hats may be worn inside school at the discretion of the classroom teacher.

Dress for Weather

It is important that students dress appropriately for the weather. Because of our continually changing weather, please make sure that students are sent to school dressed appropriately and with proper footwear during extreme weather temperatures/conditions. If you need assistance with these items, please let your teacher know.

Recess

Students enjoy 30 minutes of outdoor recess each day, as weather allows. Outdoor play is an important part of the school day, providing time for movement, fresh air, and social interaction. Recess will be held indoors during inclement weather if the wind chill or real-feel temperature is -10°F or below, if precipitation is heavy enough to soak clothing, or if there is lightning in the immediate area.

If your child needs to stay indoors for health reasons, please provide a written note; a doctor's note will be required for absences longer than three consecutive days. We prioritize student safety and comfort and have extra hats, mittens, and winter gear available to borrow when needed. Please let us know if your child needs support with outdoor clothing.

Field Trips

During the school year, field trips are taken to various locations. Field trips may be offered to supplement student learning in which students voluntarily participate and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation. Permission slips must be signed at the beginning of the year to allow students to participate in these trips.

Emergency Drills and Emergency Action Plans

Minnesota State Regulations require that emergency drills be conducted during the school year. We participate in nine practice drills throughout the year. Talk with your child about the "why" of these drills. When the alarm sounds, each class follows a prearranged plan for evacuation. Site emergency communication plans have been developed for each site.

Pledge of Allegiance

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

Visiting School

All visitors are required to sign in at the office, have their government issued identification card scanned, and display a name badge before entering the main building. Classroom and recess visits should be pre-arranged with the teacher and/or principal.

We welcome family members to join their child for lunch! To ensure a safe and smooth experience for all students, please follow these guidelines:

- **Call ahead:** Please call the South Elementary front office at 507-934-2754 prior to your visit so we can provide an accurate lunch count to the kitchen.
- **Check in:** All visitors must check in at the front office and provide a valid photo ID.
- **Timing:** Please wait in the office until your child's lunchtime. Lunch visits do not include recess.
- **Cafeteria only:** Visitors should go directly to and from the cafeteria and refrain from visiting classrooms, teachers, or other students during the school day.
- **Meal options:** You may bring your own lunch or purchase a school lunch for **$5.00**. Payment can be made by exact cash or check (made payable to South Elementary School). Debit/credit cards and student lunch accounts cannot be used.
- **No food sharing:** For student safety and inclusivity, please do not bring food to share with other children. This helps us avoid allergy risks and ensures no student feels left out.

We appreciate your cooperation in making lunch visits enjoyable and safe for everyone!

Bikes, Scooters & Skateboards

Bike racks are provided for parking bikes. For safety reasons, we do not allow bikes, skateboards, scooters, or rollerblades on the playground.

Elopement Plan

If the need should arise, a specific elopement plan will be developed in collaboration with parents, case manager, teacher, principal, social worker, nurse and others as identified by the student's needs.

Closing School

Schools may be closed by the Superintendent of Schools in the event of extreme weather conditions or emergency circumstances. The district will use the district messaging system for official announcements along with the district website and social media. Flexible Learning Day plans will be utilized when full day closures occur.

Flexible Learning Days

The term "Flexible Learning Day" refers to a day when school is canceled due to inclement weather and students participate in curriculum-aligned learning opportunities at home. Kindergarten and First Grade students will have options for hands-on assignments. These assignments are designed to align with the current classroom curriculum. Teachers, students, and parents will be able to communicate throughout the day through each classroom's shared virtual space (SeeSaw).

Address/Phone Changes

Parents/Students who have a change of address, telephone number or email address during the school year should report these changes to the District Registration Office, 507-934-4210.

Meals/Milk

Special Federal funding allows us to offer FREE breakfast and lunch to all students. Students who do not wish to participate in the school lunch program are welcome to bring lunch from home.

Treats

In accordance with state law, homemade treats are not allowed at school. If your child wishes to bring a birthday or celebration treat, it must be store-bought and in original packaging.

To help us keep all students safe and ensure everyone can enjoy the celebration:

- Please notify your child's teacher in advance—especially for half-birthdays or celebrations near long weekends or school breaks. This helps avoid overlapping celebrations and gives teachers time to plan around food allergies, dietary restrictions, or other classroom needs.
- We encourage non-food treat options such as mini bubbles, pencils, stickers, small toys, or mini playdough. These options are fun for kids and help reduce health and safety concerns related to food.
- If you're sending in food, please keep cleanup in mind—choose items that are easy to manage for approximately 20 children, and include any necessary utensils or napkins to help things run smoothly.

Invitations to Parties

In order to be sensitive to the feelings of all students, party invitations should not be distributed at school unless the entire class is invited. This includes passing invitations to students in other classes as well.

School office staff can provide addresses for party invitations if parent consent is provided. Consent is obtained or denied at the beginning of each school year when parents will be asked to complete a release of information form to indicate whether school staff can release parent names and phone numbers to other parents/guardians. Provided parents have given permission, teachers may also share contact information upon request.

Athletic Events at the High School

We ask that elementary and intermediate students attend Saint Peter High School athletic events accompanied by an adult. While in attendance at athletic events, students should behave in a way that is consistent with our STAR Pride expectations or they will be asked to leave the event. There is a cost to attend athletic events and admission can be paid at the event or athletic passes can be purchased through the High School Activities Office or online.

Soliciting and Trading

Students may not trade personal items or solicit for individual profit. This inevitably results in peer-to-peer conflict and is distracting to learning.

School Visits by Children

Occasionally, requests are made by students to have children who are friends or relatives visit school and spend the day in their classroom. We are not able to accommodate these requests.

Valuables

The school cannot be held responsible for items lost or broken at school. Please do not allow your child to bring valuable or treasured items to school. This includes toys, game cards/trading cards, video games, and personal tablets. If you feel that it is an absolute necessity to allow your child to bring a mobile phone to school, please let them know that their phone should stay in their backpack throughout the school day. Items brought to school are the student's responsibility. Please mark all of your child's personal items that will be sent to school (using a permanent marker). This will help us identify these items and get them returned to their owner in the event they are lost.

Parent Council

This group serves in a number of ways to help enhance and support education at South Elementary. Parents meet to learn more about ways to support the home to school relationship, network with other parents, and provide special enrichment opportunities for South students and their families. Meeting notices will be sent home with the students and reminders will be placed on social media postings.

Volunteers

We welcome parent and community volunteers into our school and appreciate their willingness to share their time with us. Individuals interested in donating time to the school should contact the office to complete a free background check annually.

Lost and Found

We have a lost and found table in the gym hallway. Parents and students are encouraged to check this area for articles, which may have been lost.

Crisis Prevention Intervention

CPI are certified staff members trained in crisis intervention. The program is a safe behavior management system designed to help staff provide for the best possible care, welfare, safety, and security of disruptive children by showing compassion and empathy, supporting emotional and physical well-being, preventing danger, risk, and injury, and ensuring harmony, not harm.

Response to Intervention Team & Student Assessment Team

The Multi-Tiered Systems of Support Team meets to initiate and direct the intervention process for at risk students. The team works with classrooms teachers & support staff to provide support, document interventions, and monitor progress for students. Students demonstrating little growth may be referred for further assessment.

Background Checks

Background checks are completed on all employees and anyone that provides an extended service involving students in our school district. This includes chaperoning field trips where individuals will be independently responsible for supervising students.

Animals in the Classroom

Requests for bringing animals to the classroom require prior approval from the building principal. The request should include the educational purpose, proof of animal health records, as well as guardian consent for each student in the classroom. The consent form will be distributed prior to approval and will include acknowledgment of any

known student allergies. If consent is not granted, reasonable accommodations will be made when appropriate. If the animal is staying for an extended time, the teacher is responsible for submitting an animal care plan, which should include allocated responsibility in the event of an absence. The school reserves the right to deny an animal request at any time.

Gifts to Employees and School Board Members

The School District recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation and gratitude. "Gift" means money, real or personal property, a service, a loan, a forbearance, forgiveness of indebtedness, or a promise of future employment that is given without something of equal or greater value being received in return.

Media Center

Students will have a weekly opportunity to visit the school library and check out books. It is helpful to note your child's library day on the calendar so that books can be promptly returned. This will help provide our students and their families with an ever changing variety of books to read together. Parents will be asked to pay for any books that are lost or damaged while in their child's possession.

Saints Over Time Care (Saints OT)

Saints OT is a Community Education program that provides quality after school care for children grades K-6. The K-1 program is housed at South Elementary. Children enrolled in the program will participate in a variety of planned and supervised activities. The staff builds in time each day for play, learning, and opportunities to spark creativity and friendships. Weather permitting, kids head outside for fresh air and fun!

Saints OT is open on school days and runs from 2:55 until 5:45 p.m. Please note, care is not available on non-school and early release days. A kid-friendly snack is served each day. Registration forms and information are available at stpeterschools.reg.eleyo.com.

SECTION 5: Technology

Responsible Student Use of Technology

- Using Technology Devices at School Technology devices are intended for use at school each day.
- Many class assignments, assessments, additional course content delivery will occur on the devices.
- To avoid distraction, iPads are to be used for academic purposes only (i.e., students are not allowed to play games, watch videos, or engage in other media unless assigned by a teacher).
- If students are not using iPads as expected, classroom teachers may give students alternative assignments or practice opportunities. If iPad use is a consistent issue, there will be a conference with parent/guardian, student, and teacher. Administration will be involved when necessary.

Electronic Devices

- Students are encouraged not to bring personal cell phones or other electronic devices including smart watches, and earbuds/air pods to school. If students choose to bring a cell phone/device to school, the expectations are as follows:
    - Students assume the risk of damage, theft or loss when choosing to bring electronic devices to school.

    - All electronic devices should remain in student backpacks/lockers during the academic school day, including lunch and recess.
    - Students may use their cell phone, smart watches, and earbuds/air pods before and after the academic school day (academic day = 8:00-2:55 pm). This includes:
        - Checking in or responding to family members
        - Sending and receiving appropriate communication with friends.
        - Sharing school appropriate material with friends
- Students who need to be in contact with their family during the academic day are to ask permission to use a school phone. Parents are welcomed and encouraged to contact our main office if there is a message that needs to be relayed. Please contact the office prior to 2:00 pm if you need your child to get a message by the end of the day.
- Additional Guidelines:
    - Cellphone use of any kind is not permitted in bathrooms
    - Earbuds/headphones may be allowed at designated times for instructional purposes on school approved or school issued devices
    - Phone/smartwatch usage during lockdown and fire drills is prohibited
    - Using a cell phone or electronic device (including school devices) to record or take photos of staff members or other students is not allowed without permission
    - Recording or taking photos of classmates (including school devices) with the intent to bully or harass is not permitted

Failure to Meet Electronic Device Expectations

- First Violation:
    - The student's device will be turned into the office
    - The student will be allowed to pick up their device at the end of the school day
    - Parents will be notified
- Second Violation:
    - The student's device will be turned into the office
    - A parent/guardian must pick up the device.
- Third Violation:
    - Conference with parent/guardian and administration
    - Behavioral plan

Backgrounds, Passwords, and Apple IDs

- Inappropriate media may not be used as a background or stored on the device.
- Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, gang related symbols or pictures will result in disciplinary actions.
- Take care to protect your passwords. Do not share your passwords.
- Elementary iPads will not require individual Apple IDs. Chromebooks will require a School District issued Gmail username and password.

Printing

Printing from technology devices is NOT supported by the School District of Saint Peter. When requested by the teacher, use digital submission of assignments to reduce the printing expenses.

Accessing, Managing and Saving Digital Work

Most course content creations will not be saved to the devices. They will be uploaded to a cloud service, or mailed/shared with the student's teacher. Cloud-based storage systems, such as Google Drive, will be available for student use.

Google Drive includes a suite of products (Docs, Slides, Drawings, Spreadsheets, Forms) that lets you create different kinds of online documents, work on them in real time with other people, and store your documents and your other files.

Acceptable Use Guidelines

- Students will have access to all available forms of electronic media and communication which is in support of education and research and in support of the educational goals and objectives of the School District of Saint Peter.
- Students are responsible for their ethical and educational use of the technology resources of the School District of Saint Peter.
- Students will recognize that their reputation in cyberspace is nothing to take lightly. One's digital footprint can last a lifetime.
- Access to the School District of Saint Peter technology resources is a privilege and not a right. Each employee, student and/or parent will be required to follow the District's Internet Safety and Acceptable Use (Board Policy 363.2).
- Transmission of any material that is in violation of any federal or state law is prohibited. This includes, but is not limited to the following: confidential information, copyrighted material, and threatening or obscene material.
- Any attempt to alter data, the configuration of a device, or the files of another user, without the consent of the individual, building administrator, or technology administrator, will be considered an act of vandalism and subject to disciplinary action in accordance with the student handbook and other applicable school policies.

Privacy and Safety

- Do not go into unapproved social media sites, chat rooms, or send chain letters without permission. If applicable, teachers may create discussion groups for communication among students for educational purposes.
- Do not open, use, or change files that do not belong to you.
- Do not reveal your full name, phone number, home address, social security number, credit card numbers, passwords or passwords of other people.
- Remember that storage is not guaranteed to be private or confidential.
- If you inadvertently access a website that contains obscene, pornographic or otherwise offensive material, exit the site immediately, and report it to a teacher. This is an open share policy, students who report inappropriate material will not be disciplined if they do so in an immediate manner.
- Any sharing of student work and/or student images on school district sites, and/or school district-sanctioned sites will first have to be approved by parents.

Legal Property

- Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.
- Plagiarism is a violation of the student policy. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- Use or possession of hacking software is strictly prohibited and violators will be subject to discipline.

- Violation of applicable state or federal law, including the Minnesota Penal Code, Computer Crimes, will result in criminal prosecution or disciplinary action by the District.

Electronic Communication

- Do not transmit language/material that may be considered profane, obscene, abusive, or offensive to others.
- Do not send mass emails, chain letters or spam.
- Email and communications sent/received should be related to educational needs.
- Email and communications are subject to inspection by the school at any time.

Consequences

- The student in whose name a system account and/or a technology device is issued will be responsible at all times for its appropriate use.
- Non-compliance with the policies of this document or the District's Internet Safety and Acceptable Use will result in disciplinary action.
- Electronic mail, network usage, and all stored files shall not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use.
- The district cooperates fully with local, state or federal officials in any investigation concerning or relating to violations of computer crime laws.

Technology Device Identification

- Student technology devices will be labeled in the manner specified by the school.
- Devices can be identified by their serial number.
- Devices are the responsibility of the student and teacher. Students found to be vandalizing devices on purpose may be subject to disciplinary action.

Account Security

- School issued user IDs and passwords may be used to access course content and materials.
- User IDs and passwords are confidential and should not be shared.
- Students can reset their passwords with the assistance of the Library Media Center Help Desk when necessary.

Artificial Intelligence (AI) Use

At South Elementary, our primary focus is on developmentally appropriate, relationship-based instruction. While artificial intelligence (AI) tools may be used by staff to enhance planning or support individual learning needs, their use with Kindergarten and first grade students is limited and always guided by professional judgment.

- AI is not used as a substitute for hands-on learning or teacher interaction.
- Any AI-based tools (such as reading supports or adaptive learning programs) are carefully reviewed to ensure they are safe, age-appropriate, and aligned with district policy.
- Student data privacy is a top priority. We do not allow AI tools to collect or share personally identifiable student information without consent.

Damage/Repair Fees

Damages and repairs will be dealt with on a case by case basis. Fines will be levied if need be with prices never to exceed the full cost of the device and/or case.

SECTION 6: Health and Medication

Illness: What happens if a child becomes ill at school?

If a child becomes ill at school and would need to go home, school personnel will call the parent at home or at work. If the parent cannot be reached, the person you have designated as your child's emergency contact will be called. A transportation arrangement for the ill child is the responsibility of the parent. Until the child is picked up, he/she will be cared for in the school nurse's office.

Sick Child: When should a child stay home?

Children with the symptoms listed below should be excluded from school until symptoms improve; or a health care provider has determined that the child can return; or children can participate in routine activities.

Symptom	Child Must be at Home?
Illness	**Yes.** If unable to participate in routine activities or needs more care than can be provided by the school staff, the child should stay home.
Diarrhea Increased number of stools compared with a child's normal pattern, along with decreased stool form and/or stools that are watery, bloody, or contain mucus	**Yes.** Unless the diarrhea is related to an existing chronic condition, is explained by a diagnosed condition not requiring the person to stay home, or is consistent with the person's baseline, the child should stay home. Exclude until 24 hours after diarrhea stops or follow specific disease exclusion if the pathogen is known; or until a medical exam indicates that it is not due to a communicable disease.
Fever Fever is a temperature of 100.4℉ or greater.	**Yes.** The child may return to school if the fever has been resolved for 24 hours without fever reducing medications unless the fever is caused by an illness that requires them to stay home longer.
Flu-like Symptoms Fever Sore throat Runny nose or congestion	**Yes.** Children may return to school as long as they are fever-free for 24 hours without the use of fever-reducing medications and other symptoms are improving, unless the symptoms are caused by an illness that requires them to stay home longer. If the symptoms can be explained by a specific illness, then follow the exclusion guidelines for that illness. In consultation with a healthcare provider, additional evaluation for flu-like illnesses, sore throat, and upper respiratory symptoms may be appropriate, including evaluation for strep throat.
Coughing severe uncontrolled coughing or wheezing, rapid or difficulty breathing	**Yes.** Medical attention is necessary
Mild Respiratory or Cold Symptoms Stuffy note with clear drainage, sneezing, mild cough	**No.** The child may attend if able to participate in school activities
Rash with Fever or Behavior Change	**Yes.** Student should be excluded from school for any undiagnosed rash until a medical exam indicates these symptoms are not those of a communicable disease

Vomiting/Throwing Up	**Yes, if the child has vomited <u>two or more times</u> in the previous 24 hours.** Exclude for 24 hours after the last episode of vomiting, unless it is determined to be caused by a noncommunicable condition and the child is not in danger of dehydration.
Chicken Pox	**Yes.** Children should stay home until the blisters have dried and crusted (usually 6 days), or in immunized people without crusting, until no lesions within 24 hour period.
Conjunctivitis (pink eye) Pink color of eye and thick yellow/green discharge	**No.** Children do not need to stay home unless they have a fever or are not able to participate in usual activities. Call your doctor for advice and possible treatment.
COVID-19	**Yes.** Children should remain out of school until they are fever-free for 24 hours without the use of fever-reducing medications and other symptoms have been improving for 24 hours.
Fifth's Disease (parvovirus)	**No.** The illness is no longer contagious once the rash appears.
Hand Foot & Mouth (Coxsackie virus)	**No.** The child may come to school unless the child meets other exclusion criteria, is drooling uncontrollably and has mouth sores or is not able to take part in usual activities.
Head Lice	**No.** However, treatment is highly recommended before returning to school
Impetigo	**Yes.** Children need to stay home until 24 hours after treatment has started and sores are drying and improving
Influenza	**Yes.** Children should remain out of school until they are fever-free for 24 hours without the use of fever-reducing medications and other symptoms have been improving for 24 hours.
Norovirus	**Yes.** Children should remain out of school for at least 24 hours after their last episode of vomiting and/or diarrhea have stopped
Ringworm	**Yes.** Children should remain out of school for 24 hours after treatment has been started
Respiratory Syncytial Virus (RSV)	**Yes.** Children should remain out of school until they are fever-free for 24 hours without the use of fever-reducing medications and other symptoms have been improving for 24 hours.
Strep Throat	**Yes.** Children should remain out of school for 12 hours after starting antibiotics and the child is without a fever.
Other Symptoms of illnesses not listed	Contact the school health office staff to see if the child needs to stay home

Emergency Information

Parents have access to make phone and address changes on our district's Infinite Campus information system. Each child is required to have emergency information on file. Please notify the school office your family's information changes. It is the parent/guardian's responsibility to make arrangements for proper care in the event of illness/injury. If the parent is unable to be reached, other contacts will be called and asked to assume temporary care of the child or make decisions in regard to the care of the child. In the event of an emergency or serious illness, it is the policy of the Saint Peter Public School District #508 to provide appropriate medical response and to contact the parent/guardian in a timely manner.

In a life-threatening emergency, the school will contact emergency response personnel immediately. The parent/guardian, or designated emergency person will be contacted at the same time. If the situation is not life-threatening, but the student requires urgent care and the school cannot contact a parent/guardian or designee, school personnel will transport the student to the Saint Peter Clinic or Saint Peter's River's Edge Hospital for care. When parents arrive at the clinic or hospital, they will be able to change health care providers at that time if they so desire. It is the responsibility of the parent/guardian to pay any incurred medical expenses.

Medication

Any medication a child takes during the school day needs to be kept in the school health office. Exceptions to this are inhalers for asthma and epi-pens for allergic reactions. In the event that a child will be carrying an inhaler or an epi-pen it is required that the health office is informed of the condition and that the child is carrying these medications. These medications will require a health care provider's written statement for the administration of medication as well as a parent's written consent to use these medications in school.

All medications require the following to be administered in the school setting.

1. A statement from the physician for the administration of medication
2. Written parent consent for the administration of medication in the school setting.
3. Medication must come in its original container from the pharmacy with the accurate pharmacy label and instructions.

Over the counter medications must also come in the original container with the original medications in the bottle. Medications that are not in the original containers cannot be given by school personnel.

It is the parent's responsibility to pick up any medication if a student withdraws from school or at the end of the school year. Any medication not picked up within one day of withdrawal or the last day of school will be safely and properly disposed of.

Communicable Disease

If your child develops a communicable disease throughout the school year, we encourage you to notify the school health office. This will help us to identify other students with similar symptoms. Some examples of common communicable health concerns are chicken pox, pink eye, strep throat, head lice, impetigo, COVID, and influenza. Please call the school nurse if you have questions regarding your child's illness or have questions about returning to school. Staff and students are encouraged to get an annual influenza vaccine to prevent influenza.

Immunization Law

Minnesota State Law requires all children attending schools to be fully immunized against diphtheria, tetanus, pertussis, (DTaP), polio, and measles, mumps, and rubella (MMR), Varicella, and Hepatitis B. A student entering grades 3-6 should have the following vaccines if they are fully immunized: Five dtap, four polio, two measles mumps

and rubella vaccine, two varicella vaccine, and three hepatitis B vaccines. These vaccines are required to be on file in the school health office for a student to be in school. Students who are not fully immunized will need to update their vaccinations to remain in school. Parents who hold medical or conscientious objections to the vaccine law will need to submit the vaccine exemption portion of the immunization form for their students to be in school. Students who do not provide documentation or conscientious objection paperwork by the identified deadline, will not be allowed to attend until such paperwork is provided. The school nurse will assist families to identify low cost vaccines in the community if needed.

Asbestos Management Plan

The school district has developed an asbestos management plan. A copy of this plan can be obtained by contacting the district office.

Pesticide Notification

The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15 as to the school district's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, an estimated schedule of pesticide applications (which will be available for review or copying at the district office), and the long-term health effects of the class of pesticide on children can be requested by contacting the district building and grounds supervisor.

APPENDIX: POLICY

Appendix: Policy

The following outlines district policy required by district policy or state statute to be included in student handbooks. All of the district's policies can be found at https://www.stpeterschools.org/page/school-board

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Contents:

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- **Distribution of Nonschool-Sponsored Materials: Policy 505**
- **Employment Background Checks: Policy 404**
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514 BULLYING PROHIBITION POLICY
BULLYING PROHIBITION POLICY

[Note: School districts are required by statute to have a policy addressing bullying.]

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

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

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

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

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

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

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

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

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

2. The levels of harm, surrounding circumstances, and nature of the behavior;

3. Past incidences or past or continuing patterns of behavior;

4. The relationship between the parties involved; and

5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

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

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

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

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

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

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

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

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

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

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

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

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota

Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

G. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct. .

H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

I. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work

environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three 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 Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;

2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and

5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents and other community members to develop and implement prevention and intervention programs;

3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;

4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;

5. Teach students to advocate for themselves and others;

6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this

requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. This policy must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.

C. This policy must be distributed to each school district or school employee and independent contractor at the time of hiring or contracting.

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. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.

G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota 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 Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

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

B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution,

except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

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

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

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

1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

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

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

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

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

IV. GUIDELINES

A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.

B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous or slanderous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises or promotes any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

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

1. whether the material is educationally related;

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

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

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

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

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

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

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

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

B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

C. No one shall coerce a student or staff member to accept any publication.

D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.

2. Date(s) and time(s) of day intended for distribution.

3. Location where material will be distributed.

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

B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

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

B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.

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

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

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

IX. IMPLEMENTATION

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

404 EMPLOYMENT BACKGROUND CHECKS

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular

academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.

B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.

C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minn. Stat. § 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide payment for conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual to provide a criminal background check at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

C. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.

D. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.

E. The individual will be informed of the results of the criminal background check(s) to the extent required by law.

F. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.

G. The school district may apply these procedures to other volunteers, independent contractors, or student employees.

H. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is included with this policy.

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

1. 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.[1]

H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

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, 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.

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.

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

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

D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.

E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.

F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

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

G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.

H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

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

C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.

E. "Student" means a student enrolled in a public school or a charter school.

F. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.

F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or

authorize an investigation by school district officials or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.

C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

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

VII. DISSEMINATION OF POLICY

A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.

B. The school district will develop a method of discussing this policy with students and employees.

503 STUDENT ATTENDANCE

I. PURPOSE

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

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

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

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

2. Parent or Guardian's Responsibility

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

3. Teacher's Responsibility

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

4. Administrator's Responsibility

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

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

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval.

1. Excused Absences

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

[NOTE: This paragraph quotes Minnesota Statutes, section 120A.22.]
[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 120A.22 as indicated above.]

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

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

d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

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

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

(b) Family emergencies;

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

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

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

(f) Court appearances occasioned by family or personal action.

(g) Physical emergency conditions such as fire, flood, storm, etc.

(h) Official school field trip or other school-sponsored outing.

(i) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.

Other exemptions included in this attendance policy:

(i) Family vacations with prior Principal approval

(ii) Personal trips to schools or colleges with prior Principal approval

(iii) The Building Principal can make exceptions for unexcused circumstances.

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

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

[NOTE: Subparagraph 3 above incorporates the 2024 amendment to Minnesota Statutes, section 120A.22, subdivision 12.]

[Note: In 2024, the Minnesota legislature amended Minnesota Statutes, section 120A.22, subdivision 12. The legitimate exceptions set forth above quote this statute. Minnesota law provides that a school board may include other exemptions in the school district's attendance policy. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]

c. Consequences of Excused Absences

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

(2) Work missed because of absence must be made up as indicated in each School's handbook. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

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

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

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

(3) Work at home.

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

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

(6) The building Principal can make exceptions for unusual situations.

b. Consequences of Unexcused Absences

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

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

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

C. Tardiness

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

2. Procedures for Reporting Tardiness

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

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

3. Excused Tardiness

Valid excuses for tardiness are:

a. Illness.

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

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

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

e. Court appearances occasioned by family or personal action.

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

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

4. Unexcused Tardiness

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

b. Parents/guardians of students with excessive tardiness will be notified and an individual behavior plan will be developed with the student support team. Failure to meet these plans may result in disciplinary action

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

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

2. In order to participate in co-curricular activities, students must be in attendance at school the full day of the event/practice unless excused by a doctor's note. Individuals with unexcused absences on the day of the event/practice may not participate.

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

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

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

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

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodations should be directed to the building principal.

IV. DISSEMINATION OF POLICY

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

V. REQUIRED REPORTING

A. Continuing Truant

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

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

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

B. Reporting Responsibility

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

1. That the child is truant;

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

3. That the parent or guardian is obligated to compel the attendance of the child at school

pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;

4. That this notification serves as the notification required by Minn. Stat. § 120A.34;

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

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

7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;

8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and

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

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.

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

506 STUDENT DISCIPLINE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

In view of the foregoing and in accordance with Minnesota Statutes 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. DEFINITIONS

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

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

IV. POLICY

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

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

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

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

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

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

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

V. AREAS OF RESPONSIBILITY

A. 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 restrain a student to prevent imminent bodily harm or death to the student or 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 restrain a student to prevent imminent bodily harm or death to the student or 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 to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

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

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

I. Reasonable Force Reports

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

2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision

1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right:

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

VII. 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)

VIII. CODE OF STUDENT CONDUCT

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

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

2. The use of 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. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;

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

Safety Policy;

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

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

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

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

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

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

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

31. Criminal activity;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

IX. RECESS AND OTHER BREAKS

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

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

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

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

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

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

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

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

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

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

X. DISCIPLINARY ACTION OPTIONS

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

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

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

C. Parent contact;

D. Parent conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Financial restitution;

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

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

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

Q. Preparation of an admission or readmission plan;

R. Saturday school;

S. Expulsion under the Pupil Fair Dismissal Act;

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

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

XI. REMOVAL OF STUDENTS FROM CLASS

A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "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 From 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 from 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 from 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 Minnesota Statutes section 121A.29.
    a. Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes section 121A.26;
    b. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to 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.

O. **Unscheduled Student Removal From Class**

A public school is encouraged to adopt a school policy on parental notification for unscheduled student removal from class. The public school must consult with child abuse prevention experts to incorporate best practices into the school policy. A public school with a policy on parental notification must include the policy in the employee handbook and disseminate information to school staff regarding child abuse prevention in a school setting.

[NOTE: The 2024 Minnesota legislature enacted this provision, which does not require a school board to adopt policy language. School districts may determine whether to adopt policy language.]

XII. DISMISSAL

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

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

The school district shall not dismiss any student without attempting to nonexclusionary disciplinary policies and procedures before dismissal, 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. Disciplinary Dismissals Prohibited

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

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

   b. kindergarten through Grade 3.

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

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

D. Suspension Procedures

1. "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^{th}) consecutive day of suspension or the tenth (10^{th}) 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 Minnesota Statutes section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes section 120B.02, although in a different setting.

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 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, 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.

E. 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, 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,

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 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.

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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

XV. STUDENT DISCIPLINE RECORDS

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

XVI. STUDENTS WITH DISABILITIES

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

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

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes, section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes, section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes, chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

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

The Discipline Complaint Procedure must, at a minimum:

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

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

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

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

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

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

XIX. 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.

XX. 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.

515 STUDENT RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code, section 1232g, *et seq.* (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations, part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minnesota Rules, parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

1. "Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name, dates of attendance, grade level, enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; and honors and awards received. Directory information does not include:

    a. a student's social security number;

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

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

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

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

2. Under Minnesota law, a school district may not designate a student's or their parent's home address, telephone number, email address or other personal contact information as "directory information.

E. Education Records

1. What constitutes "education records"

Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute education records

The term "education records" does not include:

a. Records of instructional personnel that are:

(1) kept in the sole possession of the maker of the record;

(2) used only as a personal memory aid;

(3) not accessible or revealed to any other individual except a temporary substitute teacher; and

(4) destroyed at the end of the school year.

b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

(1) maintained separately from education records;

(2) maintained solely for law enforcement purposes; and

(3) disclosed only to law enforcement officials of the same jurisdiction.

c. Records relating to an individual, including a student, who is employed by the school district which:

(1) are made and maintained in the normal course of business;

(2) relate exclusively to the individual in that individual's capacity as an employee; and

(3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:

(1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records created or received by the school district after an individual is no longer a

student at the school district and that are not directly related to the individual's attendance as a student.

f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education;

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or

4. Perform a task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means *Superintendent, Principal, or district level administrative staff*.

N. Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. "Student" also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

P. Summary Data

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

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in

grades 11 and 12 to military recruiting officers and post-secondary educational institutions;

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;

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

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

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations, section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations, sections 300.610-300.617 with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

   a. a specification of the records to be disclosed;

   b. the purpose or purposes of the disclosure;

   c. the party or class of parties to whom the disclosure may be made;

   d. the consequences of giving informed consent; and

   e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:

   a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and

   b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

   a. identifies and authenticates a particular person as the source of the electronic consent; and

b. indicates such person's approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:

a. in plain language;

b. dated;

c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

d. specific as to the nature of the information the subject is authorizing to be disclosed;

e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;

f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and

g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes, chapter 256B or Minnesota Care under Minnesota Statutes, chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:

a. performs an institutional service or function for which the school district would otherwise use employees;

b. is under the direct control of the school district with respect to the use and maintenance of education records; and

c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is

for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code, section 7917, and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes, section 260B.171, unless the data are required to be destroyed under Minnesota Statutes, section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

   a. determine eligibility for the aid;

   b. determine the amount of the aid;

   c. determine conditions for the aid; or

   d. enforce the terms and conditions of the aid.

   "Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:

   a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or

   b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all

personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;

9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 United States Code, section 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;

14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;

15. To the parent of a student who is not an eligible student or to the student himself or herself;

16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines

are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:

    a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;

    b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

    The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an

appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code, section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

23. When requested, and in accordance with requirements for parental consent in 34 Code of Federal Regulations, section 300.622(b)(2), and part 99, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 13.32, subdivision 5, to include this update.]

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;

2. Pursuant to a statute specifically authorizing access to the private data; or

3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or

institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

   a. Minnesota Statutes, section 13.32, subdivision 5; and

   b. 20 United States Code, section 1232g, and 34 Code of Federal Regulations, section 99.37, which were in effect on January 3, 2012.

2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under Minnesota Statutes, section 13.32.

3. A parent's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statutes, section 13.32, subdivision 2.

43. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

[NOTE: This section became effective on the day following final enactment (May 19, 2023). Beginning on the effective date, a student's personal contact information subject to this section must be treated as private educational data under Minnesota Statutes, section 13.32, regardless of whether that contact information was previously designated as directory information under Minnesota Statutes, section 13.32, subdivision 5].

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.

2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:

   a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;

   b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and

c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

3. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.

4. A parent or eligible student may not opt out of the directory information disclosures to:

a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or

b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

5. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;

3. School presently attended by student;

4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and

to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

   a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

   b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

   c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

   d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

   e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes, sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes, chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes, chapter 260E, 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 occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement he or she provided to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes, section 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

   a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

   b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or

   c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, section 121A.40, *et seq*.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

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

B. Data released to military recruiting officers under this provision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;

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

3. copying fees shall not be imposed.

C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority in writing at the beginning of each school year. The written request must include the following information:

1. Name of student and parent, as appropriate;

2. Home address;

3. Student's grade level;

4. School presently attended by student;

5. Parent's legal relationship to student, if applicable;

6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and

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

D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

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

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

   a. The disclosures meet the requirements of Section VI. of this policy; and

   b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.

2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code, section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

   [NOTE: 42 United States Code, section 14071 was repealed. School districts should retain this statutory reference, however, as it remains a reference in FERPA and the Minnesota Government Data Practices Act and still may apply to individuals required to register prior to the repeal of this law.]

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations, section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;

4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy, and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:

   a. the parties who have requested or received personally identifiable information from the education records of the student;

   b. the legitimate interests these parties had in requesting or obtaining the information; and

   c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:

   a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;

   b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and

   c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations, section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B) or an act of domestic or international terrorism.

[NOTE: While Section XIII.E.1 does not apply to requests for or disclosures of directory information under Section VII. of this policy, to the extent the school

district chooses to limit the disclosure of directory information to specific parties, for specific purposes, or both, it is advisable that records be kept to identify the party to whom the disclosure was made and/or purpose for the disclosure.]

4. The record of requests of disclosures may be inspected by:

   a. the parent of the student or the eligible student;

   b. the school official or his or her assistants who are responsible for the custody of the records; and

   c. the parties authorized by law to audit the record-keeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

   a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and

   b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:

   a. the cost of materials, including paper, used to provide the copies;

   b. the cost of the labor required to prepare the copies;

   c. any schedule of standard copying charges established by the school district in its normal course of operations;

   d. any special costs necessary to produce such copies from machine-based record-keeping systems, including but not limited to computers and microfilm systems; and

   e. mailing costs.

2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason

for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision B. of this section shall:

   a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

   b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable

provisions of Minnesota Statutes, chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

B. Data practices compliance official means Administrative Assistant to the Superintendent, Kimberley Deming

C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;

5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and

6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

520 STUDENT SURVEYS

I. PURPOSE

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. § 1232h.

III. STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.

B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.

C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act) and 34 C.F.R. Part 99.

E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;

2. mental and psychological problems of the student or the student's family;

3. sex behavior or attitudes;

4. illegal, antisocial, self-incriminating, or demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

7. religious practices, affiliations, or beliefs of the student or the student's parent; or

8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:

a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains

one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.

c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.
"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400, *et seq.*).

e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

(1) "Personal information" means individually identifiable information including a student or

parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

(2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

(a) college or other post-secondary education recruitment or military;

(b) book clubs, magazines, and programs providing access to low cost literary products;

(c) curriculum and instructional materials used by elementary and secondary schools;

(d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(e) the sale by students of products or services to raise funds for school-related or education-related activities; and

(f) student recognition programs.

(3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.

a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

b. The notice will provide parents with an opportunity to opt out of participation in the following activities:

(1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

(2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.

(3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

"Invasive physical examination" means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.

d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that

are permitted without parental notification.

V. NOTICE

A. The school district must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.

B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.

C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO- RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

III. DEFINITIONS

A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.

C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or

accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

F. "Vaping" means using an activated electronic delivery device or heated tobacco product."

IV. EXCEPTIONS

A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony

B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off- campus events sponsored by the school district.

It shall not be a violation of this policy for an Indian adult or student to carry loose tobacco in a tobacco pouch intended for spiritual or cultural ceremonial support with the permission of the student's parent or guardian and the written or verbal notice to the site administrator.

V. VAPING PREVENTION INSTRUCTION

A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.

B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

VI. ENFORCEMENT

A. All individuals on school premises shall adhere to this policy.

B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.

C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.

E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.

F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a

repeated violator.

G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

A. This policy shall appear in the student handbook.

B. The school district will develop a method of discussing this policy with students and employees.

534 SCHOOL MEALS POLICY

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

If the school district participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

A. A school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

B. Each school that participates in the free school meals program must:

(1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

(2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch

C. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.

D. When a student has a negative account balance, the student will not be allowed to charge a snack item.

E. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

III. UNPAID MEAL CHARGES

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

C. Negative balances of more than $200, not paid prior to the end of the school year, will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

E. The school district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

IV. COMMUNICATION OF POLICY

A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:

1. all households at or before the start of each school year;

2. students and families who transfer into the school district, at the time of enrollment; and

3. all school district personnel who are responsible for enforcing this policy.

B. The school district may post the policy on the school district's website, in addition to providing the required written notification described above.

C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Pesticide Application Notice

The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15 as to the school district's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, an estimated schedule of pesticide applications (which will be available for review or copying at the school office), and the long-term health effects of the class of pesticide on children can be requested by contacting Seth Putz.

Language Access for Families

We are committed to making sure every student and family has access to important school information. If your family speaks a language other than English, we are here to help you understand and participate fully in your child's education.

- **Interpreters Are Available:** You have the right to an interpreter for important conversations about your child's education, including meetings about:
    - Academic progress
    - Special education services
    - Student placement in programs
    - Behavior or discipline concerns
    - Graduation or course planning

- **Trained Staff:** Our district has trained Spanish and Somali-speaking liaisons to help with interpreting. If you speak another language, we will connect with a professional interpreter through our language-line service.

- **Written Translations:** Important documents—like report cards, special education notices, enrollment forms, and discipline policies—will be translated into your preferred language whenever possible. If something isn't translated, we'll provide an interpreter to explain it to you.

If you need an interpreter or translation, please tell your child's teacher, principal, or school office staff.

Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information
(an editable form can be found at https://education.mn.gov/MDE/fam/tests/StudentParticipation/)

DEPARTMENT OF EDUCATION

Statewide Assessments:

Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the Minnesota Academic Standards or the WIDA English Language Development Standards. These standards define the knowledge and skills students should be learning in K–12 districts and charter schools. Minnesota prioritizes high-quality education and statewide assessments give educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA)
MCA and the alternate assessments (Minnesota Test of Academic Skills (MTAS)/Alternate MCA) are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and WIDA Alternate ACCESS for English Learners
The ACCESS and WIDA Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English, based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For Postsecondary Enrollment Options (PSEO) in grade 10.
- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.

English learners who take the ACCESS or WIDA Alternate ACCESS and meet certain requirements, have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions on how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form below. Contact your student's school to learn more about locally required assessments.

Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and WIDA Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any additional consequences for not participating.

Explore the Statewide Testing page for more information.

(education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing)

Additional Information

- On average, students spend less than 1% of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results.

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: _____ Current Grade in School: ____ Student ID Number (if known): _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal: _____

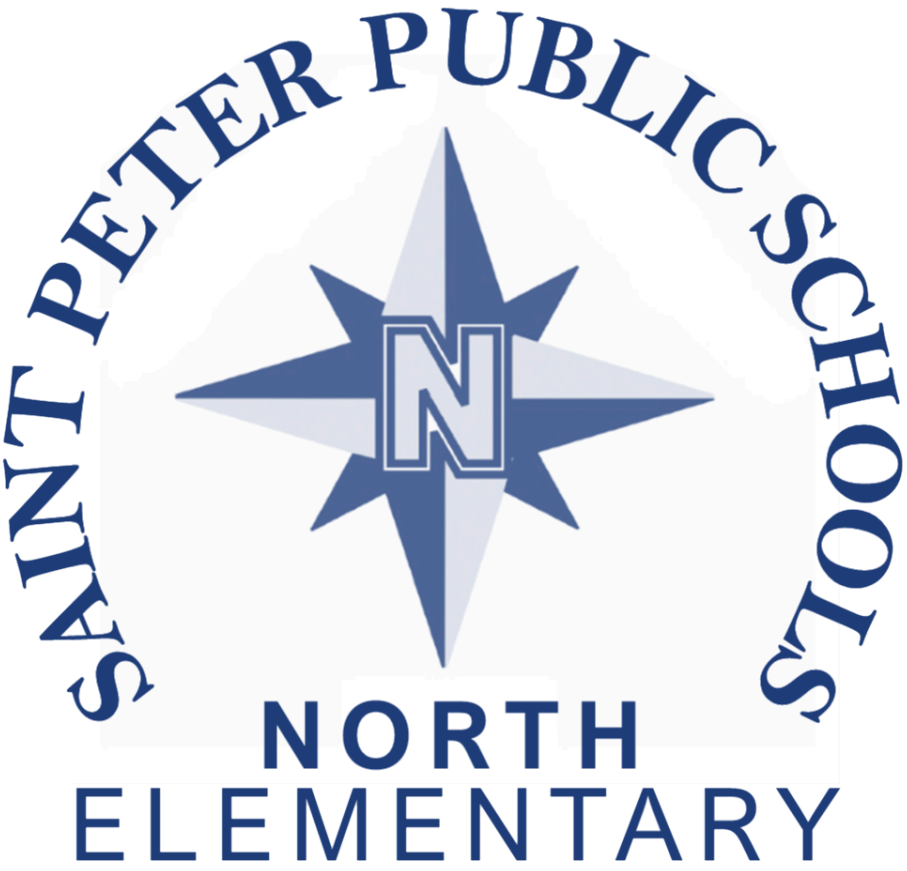
Please indicate the statewide assessment(s) you are opting your student out of this school year:

- ☐ MCA/MTAS Reading
- ☐ MCA/Alternate MCA Science
- ☐ MCA/MTAS Mathematics
- ☐ ACCESS/WIDA Alternate ACCESS

Contact your school or district for more information on how to opt out of local assessments.

(Note: This form is only applicable for the 20____ to 20 ____ school year.)

NORTH ELEMENTARY SCHOOL
STUDENT - PARENT
HANDBOOK
2025-2026



815 N. 9th Street - Saint Peter, Minnesota 56082
Phone: (507) 934-3260
FAX: (507) 934-1865

Website: www.saintpeterschools.org**All district wide policies are on the school website at www.saintpeterschools.org or may be viewed at the District Office 100 Lincoln Dr., Suite 229, St. Peter, MN 56082**

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2025-2026 Saint Peter Public Schools



WELCOME TO NORTH ELEMENTARY SCHOOL

Situated in the picturesque Minnesota River Valley, North Elementary School is centrally located in the heart of Saint Peter, surrounded by a charming neighborhood of residential homes. At first glance, North Elementary resembles a typical, well-maintained traditional school. However, the true distinction of North Elementary lies within its walls, where innovative and personalized learning experiences occur daily.

Strengthening the Core Curriculum

North Elementary School serves students in grades 2-4 with a strong focus on enhancing and accelerating learning in literacy and mathematics. Our lesson design and classroom structures embody an intervention and enrichment philosophy, ensuring that all students achieve high levels of learning. To accomplish this, teachers tailor their instruction to meet the unique needs of each student. During mathematics and reading blocks, students receive whole-class instruction before transitioning to small groups based on their performance in weekly mini-assessments. Students with varying learning needs receive targeted instruction in small groups or work independently. Those who have mastered core skills engage in enrichment activities during small group times. The dynamic nature of our groupings eliminates any stigma associated with traditional ability grouping. Furthermore, independent work is supported by mobile devices, reinforcing math and reading skills.

Encore Classes and Flexible Learning Opportunities

Students at North Elementary benefit from a rotating five-day schedule that includes physical education, art, music, and STEAM (Science, Technology, Engineering, Art, and Mathematics) classes. Additionally, "second recess" and media center time offer students opportunities to extend their learning through physical activity and creative expression.

Emphasis on Social-Emotional Learning and Success

Our commitment to social-emotional learning is founded on the belief that children excel academically when they feel safe and recognized in the classroom. Social-emotional learning involves acquiring skills to manage emotions, show empathy, establish positive relationships, make responsible decisions, and handle challenging situations effectively. Our building-wide PBIS curriculum, Purposeful People, is deeply rooted in research and caters to the developmental needs of our 2nd through 4th-grade students. North students learn essential social and emotional skills, including responsibility, grit, and leadership.

Navigating the Cs: 21st Century Skills

Across all classes, whether core or encore, North Elementary emphasizes 21st-century skills such as communication, collaboration, critical thinking, and creativity. Students are encouraged to share thoughts, questions, ideas, and solutions with their peers and collaborate to achieve goals. Our teachers recognize and nurture the innate talents and interests that students bring to school, helping them apply their skills in meaningful ways. Ultimately, our goal is to foster creativity and cultivate learning paths that allow students to thrive. At North Elementary, we are excited to embark on this journey of discovery and growth!

Darin Doherty
Principal

OUR SCHOOL DAY

Starting and Ending Times

The instructional school day for North Elementary students is 8:00 a.m. - 3:00 p.m. Students should arrive no earlier than 7:40 a.m. All doors will open at 7:45 a.m. and lock at 8:00 a.m. with the exception of door 4 unlocking at 7:30 a.m. to allow student to enter the cafeteria and eat breakfast.
Students will exit the building starting at 3:00 p.m. Students walking/biking or being picked up will exit the building through doors 4, 5, or 6. Students riding the bus will exit the building through door 6 with their teacher who will walk the bus riders to their buses.

Building Security

All entrance doors into our building, except the main entrance (door #1) will be locked each day at 8:00 a.m. Door #1 will be locked at the end of the day at 4:00 p.m.

Gym Shoes

Each student should have a separate pair of gym shoes for physical education class. This pair of shoes may be left at school and should be used only in the gymnasium. Only shoes with non-marking soles may be used in the gym.

Appropriate Clothing

At North, we do not have a specific dress code. However, only clothing or appearance that is not considered distracting or disruptive to the educational program may be worn at school. Students are encouraged to keep themselves clean, healthy, and sanitary.

Leaving School Early

For the safety of students leaving the building during the school day, parents/guardians need to come to the school reception office to meet the student and to sign the student out. If someone other than the parent/guardian or emergency contact will be picking up the student, a message must be sent to the office with the information regarding who that will be. IF NO MESSAGE IS SUBMITTED TO THE OFFICE, THE STUDENT WILL NOT BE RELEASED. THIS IS FOR YOUR CHILD'S SAFETY.

Phone Calls to School

If you wish to speak to a teacher, it is best to call before school begins or after school ends. If this is inconvenient, a message may be left on voicemail for a teacher to return your call. We also ask that you **call prior to 2:00 p.m**. if you need to leave a message for your child before they leave for the day. We cannot guarantee that your child will receive the message although we will attempt to get the message to them. Parents are encouraged to contact the building principal's secretary to schedule a phone conversation or meeting at any time to discuss a concern.

Media Center

Students are encouraged to check books out and return books as soon as they are finished with them. Parents can help by assisting students in remembering to return books on or before the due date.

Recess During Inclement Weather

Recess during cold or inclement weather will be inside if the wind chill/real-feel is -10 or below, if it precipitating at a rate that soaks students' clothing, or if there is lightning in the immediate vicinity. Weather information will be taken from our on-site weather station.

Field Trips

During the school year field trips are taken by the various classes. With each field trip in which students leave the City of St. Peter, permission slips are sent home for parent/guardian signatures. In the event that a parent/guardian does not want their child to go on a field trip, the child should be in attendance at school on that day or parent/guardians may keep their student home for the day. Teachers may request parent/guardian chaperones to help supervise children during the field trip. Field trips that take place with the City of St. Peter will not require parent permission, however, your student's teacher will notify their students' families prior to leaving school grounds.

Fire, Safety and Weather Drills

Regulations require that emergency drills be conducted during the school year. By law, we are required to run five (5) fire drills, five (5) lockdowns and one (1) severe weather drill. When the alarm sounds, each class will follow the directions outlined by the teacher. The purpose for the drills is to practice emergency procedures in case an emergency occurs.

Patriotic Exercises

During morning announcement time, the Pledge of Allegiance will be recited each day. Anyone who does not wish to participate in reciting the pledge may elect not to do so.

WHAT PARENTS NEED TO KNOW

Where to pick-up/drop-off Your Student

To pick up or drop off your student, please use 7th Street or Flandrau Street. These streets border the school. The parking lot is reserved for school buses to transition through between the hours of 7:40-8:00 a.m. and 2:45-3:05 p.m.

Bus Services

We work closely with Saints Bus service to provide our students with a safe ride to and from school and school related events. **All students will need to be registered for riding the bus and carry their assigned bus pass visible to the driver(s).** For more information on any school transportation-related item please contact Saints Bus Service at (507) 934-4690.

Students at North and all other schools in the state, receive extensive school bus safety training twice each school year. Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding the school buses as are expected on school property or at school activities, functions, or events. The State of Minnesota provides school districts guidelines for creating rules at the bus stop and on the bus. For the safety of all riders, please help reinforce the importance of following these bus rules with your child:

At the Bus Stop

- Get to the bus stop 5 minutes before your pickup time.
- Respect the property of others.
- Keep your arms, legs, and property to yourself.
- Use appropriate language.
- No fighting, teasing, bullying, playing at the bus stop.
- Stay away from the street.
- This is a “waiting place” not a “playing place.”

On the Bus

- This is a place that must be orderly and safe for all riders.
- Always listen to the bus driver.
- Sit in your seat facing forward.
- Talk quietly and use appropriate language.
- Keep all parts of your body in the bus.
- Keep your arms, legs and belongings to yourself.
- No fighting, teasing, bullying or playing around on the bus.
- Do not throw any objects.
- No eating or drinking on the bus.
- No sharp objects on the bus.
- Do not damage the bus.

Consequences for school bus/bus stop misconduct will apply to all routes. Parents will be notified of any misconduct by your child via a bus conduct report. The discipline procedure for misconduct will be as follows:

- **First offense:** Student will be warned, parents will receive a notice, and students will review the bus safety rules with a school staff member.
- **Second offense:** Student will again have the bus safety rules reviewed in a second session with a school staff member, and additional consequences may be given, and a notice will be sent to parents.
- **Third offense:** Additional instruction on the importance of following the bus safety rules will be given to the student and a call will be made to the parents to inform them that additional instances will result in a suspension from riding the bus. Additional consequences may be given.
- **Fourth & future offenses:** Student will conference with the Principal and parents will be notified of a suspension from riding the bus. Suspension duration will begin with 5 days and increase with each offense. They could result in removal from riding the bus for the remainder of the year.
- Any serious infraction may be cause for immediate removal.

Transportation Eligibility

Bus transportation will be provided for students who meet one of the following requirements:

- Students who live 1 mile or more from the school they attend
- Students who live within the city limits east of Highway 169 or south of Highway 99 and are without the benefits of crossing signals, and/or students who live within the city limits east of Highway 22 and north of St. Julien Street.

Parents are permitted to designate a licensed day care facility or the home of a relative, as the home of a student for transportation.

Parent/Teacher Conferences

Parent-teacher conferences for all students will be held at the beginning of the school year with parents being contacted for appointments OR parents registering online. There will also be conferences held in the fall and spring of each school-year. Parents or teachers may request a conference at any time.

Title I Parent Advisory Committee

Parents who have children participating in Title I reading and/or math intervention classes are invited to be members of the Title I Parent Advisory Committee. The committee meets three or four times a year. If your child is being serviced by the Title I program, you will receive notices of the meetings.

North PTO (Parent/Teacher Organization)

Historically, the North PTO has been a parent group that meets regularly in an advisory role to the principal. The North PTO plans family events and raises funds for enrichment activities for North Elementary students. North is currently looking to fill the need for families to lead and participate. If you are interested, please contact the front office.

Volunteers

Members of the community who would enjoy donating time to the school program may call the school office to receive information on how they can help. If parents/guardians/community members are able to routinely volunteer at school or during other school activities a background check will be required.

Snacks for Student Breaks

Teachers will have students take breaks during long periods of learning. We kindly request your cooperation in promoting a healthy learning environment by sending only nutritious snacks for your student to enjoy during school break times. Please avoid packing sugar-based snacks, except for special occasions like birthdays or holiday celebrations. Nutritious snacks, such as fruits, vegetables, whole grains, and protein-rich foods, help maintain energy levels and support optimal learning and growth.

Student Records

The school district maintains some information necessary to carry out an effective educational program for each child. Parents have the right to examine the contents of their children's records. Others having access to the records include school staff having a legitimate educational interest in the child; another school district; a college or educational institution in which the student may enroll; and the courts when a record is requested by judicial subpoena. Only with written parental consent will a student's record be available to any other party. When a student reaches 18 years of age, required consent and the rights accorded the parent shall thereafter be required of and accorded to the student.

Visiting School

All visitors are required to sign in at the front office via door 1 during instructional hours (8:00 a.m.-3:00 p.m.), provide a valid state issued ID, and display a provided name badge before entering the main building.

Equal Education Opportunity

All school employees at North Elementary School are committed to enhancing students' quality of life by developing and fostering understanding and appreciation of a free and diverse society and providing equal opportunity for all. The school seeks to ensure equitable access and opportunities in all areas of educational programming at North. Teachers, students and families who seek reasonable accommodations for students are asked to convene the student's learning team to develop an appropriate plan. Any person having questions, are asked to contact the building Principal or the Superintendent of Schools.

WHAT STUDENTS NEED TO KNOW

Valuables

Items brought to school are the student's responsibility. It is suggested that valuable items be left at home. School staff cannot guarantee student items will be safe and secure.

Textbooks and Library Books

All textbooks and library books are furnished free of charge by the school district. Parents/guardians assume financial responsibility for lost or damaged books.

Building-wide Behavioral Expectations

At North we have a positive behavior intervention and support model called “Super Saints.” All staff are involved in the development and application of the program. Multi-tiered behavioral interventions will be implemented with students, with parents/guardians being notified and involved in the interventions.

Disciplinary action might be taken if students do not follow these expectations and a pattern of behavior is established by the student that doesn’t follow the building-wide expectations.
It is the policy of the Saint Peter School District to follow the Minnesota Pupil Fair Dismissal Act in the suspension, exclusion, and expulsion of students. A copy of the school board policy concerning discipline is available at the North Office or online at www.stpeterschools.org

Personal Electronic Devices

Students are encouraged not to bring personal cell phones or other electronic devices including smart watches. If students choose to bring a cell phone/device to school, the expectations are as follows:

- Students assume the risk of damage, theft or loss when choosing to bring electronic devices to school.
- All electronic devices should remain in student backpacks/lockers during the academic school day, including lunch and recess.
- Students may use their cell phone, smart watches, and earbuds/air pods before and after the academic school day (academic day = 8:00-3:00 pm). This includes:
    - Checking in or responding to family members
    - Sending and receiving appropriate communication with friends.
    - Sharing school appropriate material with friends

Students who need to be in contact with their family during the academic day are to ask permission to use a school phone. Parents are welcomed and encouraged to contact our main office if there is a message that needs to be relayed. Please contact the office prior to 2:00 pm if you need your child to get a message by the end of the day.

- Additional Guidelines:
    - Cellphone use of any kind is not permitted in bathrooms
    - Earbuds/headphones may be allowed at designated times for instructional purposes on school approved or school issued devices
    - Phone/smartwatch usage during lockdown and fire drills is prohibited
    - Using a cell phone or electronic device (including school devices) to record or take photos of staff members or other students is not allowed without permission
    - Recording or taking photos of classmates (including school devices) with the intent to bully or harass is not permitted

Responsible use of Technology

School assigned technology devices are intended for use at school each day. Many class assignments, assessments, additional course content delivery will occur on the devices.

Backgrounds, Passwords, and Apple IDs

- Inappropriate media may not be used as a background or stored on the device.
- Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, gang related symbols or pictures will result in disciplinary actions.
- Take care to protect your passwords. Do not share your passwords.

- Elementary iPads will not require individual Apple IDs. Chromebooks will require a School District issued Gmail username and password.

Printing

Printing from personal technology devices is NOT supported by the School District of Saint Peter.

Accessing, Managing and Saving Your Digital Work

- Most course content creations will not be saved to the devices. They will be uploaded to a cloud service, or emailed/shared with the student's teacher.
- Cloud-based storage systems, such as Google Drive, will be available for student use.
- Google Drive includes a suite of products (Docs, Slides, Drawings, Spreadsheets, Forms) that lets you create different kinds of online documents, work on them in real time with other people, and store your documents and your other files.

Acceptable Use Guidelines

General Guidelines:

- Students will have access to all available forms of electronic media and communication which is in support of education and research and in support of the educational goals and objectives of the School District of Saint Peter.
- Students are responsible for their ethical and educational use of the technology resources of the School District of Saint Peter.
- Students will recognize that their reputation in cyberspace is nothing to take lightly. One's digital footprint can last a lifetime.
- Access to the School District of Saint Peter technology resources is a privilege and not a right. Each employee, student and/or parent will be required to follow the District's Internet Safety and Acceptable Use.
- Transmission of any material that is in violation of any federal or state law is prohibited. This includes, but is not limited to the following: confidential information, copyrighted material, and threatening or obscene material.
- Any attempt to alter data, the configuration of a device, or the files of another user, without the consent of the individual, building administrator, or technology administrator, will be considered an act of vandalism and subject to disciplinary action in accordance with the student handbook and other applicable school policies.

Privacy and Safety

- Do not go into unapproved social media sites, chat rooms, or send chain letters without permission. If applicable, teachers may create discussion groups for communication among students for educational purposes.
- Do not open, use, or change files that do not belong to you.
- Do not reveal your full name, phone number, home address, social security number, credit card numbers, password or passwords to other people.
- Remember that storage is not guaranteed to be private or confidential.
- If you inadvertently access a website that contains obscene, pornographic or otherwise offensive material, exit the site immediately, and report it to a teacher. This is an open share policy, students who report inappropriate material will not be disciplined if they do so in an immediate manner.
- Any sharing of student work and/or student images on school district sites, and/or school district-sanctioned sites will first have to be approved by parents.

Legal Property

- Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.
- Plagiarism is a violation of the student policy. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- Use or possession of hacking software is strictly prohibited and violators will be subject to discipline. Violation of applicable state or federal law, including the Minnesota Penal Code, Computer Crimes, will result in criminal prosecution or disciplinary action by the District.

Electronic Communication

- Do not transmit language/material that may be considered profane, obscene, abusive, or offensive to others.
- Do not send mass emails, chain letters or spam.
- Email & communications sent/received should be related to educational needs.
- Email & communications are subject to inspection by the school at any time.

Consequences

- The student in whose name a system account and/or a technology device is issued will be responsible at all times for its appropriate use.
- Non-compliance with the policies of this document or the District's Internet Safety and Acceptable Use will result in disciplinary action.
- Electronic mail, network usage, and all stored files shall not be considered confidential and may be monitored at any time by designated district staff to ensure appropriate use.
- The district cooperates fully with local, state or federal officials in any investigation concerning or relating to violations of computer crime laws.

Technology Device Identification

- Student technology devices will be labeled in the manner specified by the school.
- Devices can be identified by their serial number.
- Devices are the responsibility of the student and teacher. Students found to be vandalizing devices on purpose may be subject to disciplinary action.

Account Security

- School issued user IDs and passwords may be used to access course content and materials.
- User IDs and passwords are confidential and should not be shared.
- Students can reset their passwords with the assistance of the Library Media Center Help Desk when necessary.

Damage/Repair Fees

- Damages and repairs will be dealt with on a case by case basis as per the student handbook school district property usage policies. Fines will be levied if need be with prices never to exceed the full cost of the device and/or case.

Student Conduct Themes

BE RESPONSIBLE
SHOW GRIT
BE A LEADER

These expectations may include, but are not limited to the following:

A. Playground Expectations

- Students are expected to show respect for and follow directions given by the supervisor.
- Students are expected to stay within the boundaries of the playground as set by school personnel.
- Students are expected to play outside at morning or lunch recess and to line up properly in front of the door when the bell rings or when called by school personnel.
- Students are expected to refrain from throwing or kicking objects that are not approved playground equipment.

B. Hallway Expectations

- Students are expected to walk and talk quietly when passing in the halls.
- Playground equipment or physical education equipment will be carried in the halls.
- Students are expected to talk softly and use all restroom facilities in a proper manner.
- Students are expected to play outside in the morning or wait in the hallway by the gym until the supervisor instructs them to go to their classroom.
- Students are expected to close locker doors quietly.

C. Restroom Expectations

Students are expected to behave in a socially acceptable manner in the restroom.

D. Lunchroom Expectations

- Students are expected to behave in a socially acceptable manner in the cafeteria.
- Students are expected to sit in their designated area.
- Students are expected to go directly to their next event.

E. Classroom Expectations

- Students are expected to follow the directions of the classroom teacher and show respect for the teacher and classmates at all times.
- Students are expected to be ready to learn as directed by their teacher at 8:00AM.

F. Extreme Misconduct

North Elementary will follow the school district's policies regarding drug/alcohol, assault, weapon, and harassment as stated in the Student/Parent Handbook.

G. **Consequences**

- Although North Elementary promotes self-regulation, it is recognized that there are instances when it will be necessary to administer disciplinary measures. When necessary, school personnel will select from a range of appropriate and effective consequences. The Student Conduct Program currently utilized is a discipline option for school personnel: The adult will inform the student of the violation and guardians will also be notified.
- The student may be removed from the classroom and sent to the Student Success room or North Office area to complete a plan for change.
- If the principal determines that the consequence is suspension of the student from school, parents/guardians will be immediately notified. They will receive information about Pupil Fair Dismissal Act and a reentry plan will be communicated.
- A summarization of the violation and the plan for change will be sent home to parents/guardians.

GETTING INFORMATION HOME

Closing Schools

Schools may be closed by the Superintendent of Schools or designee in the event of extreme weather conditions or emergency circumstances. The district will use the phone system called "Blackboard Connect" for official announcements. These announcements will come to your phone and email on file with the district. PLEASE CONTACT THE SCHOOL IN A TIMELY FASHION WHEN PHONE NUMBERS AND ADDRESSES CHANGE SO THAT YOU WILL RECEIVE THESE EMERGENCY MESSAGES.

Flexible Learning Days

All students at North have access to a shared virtual space called Seesaw. Students have been using Seesaw to document their learning through the guidance of their teachers at school. By using their Google login information, students can access the Seesaw app through mobile devices or the app.seesaw.me webpage on a computer. If a Flexible Learning Day occurs, students will login to their Seesaw account and complete the learning tasks assigned by their teachers. North teachers will have the day's tasks posted on the Seesaw site by 10:00 am on the Flexible Learning Day. For students who don't have internet access on inclement weather days, their teacher will provide time and resources for them to complete the Flexible Learning Day tasks on the next day that school is in session.

Report Cards

Report cards will be available at the end of each quarter, and will be available online through Infinite Campus, our student data reporting system. Report cards will also be mailed home after the teacher workday at the end of each grading period. You may sign up for Infinite Campus by contacting central registration at the district office.

OUR SCHOOL GROUNDS

Bicycles, Skateboards and Scooters

Students may ride bicycles, skateboards or scooters to school. Bike racks are provided for parking bikes. Skateboards and scooters should be stored inside the building. Students must assume responsibility for their own property. For safety reasons, the following rules must be complied with:

- All bicycles must be parked in the bike racks. It is recommended that bicycles be locked and that all safety rules are obeyed.
- Students may not ride their bicycles, skateboards or scooters during the school day, unless it is for teacher supervised, educational purposes.
- Students may not ride a bicycle, skateboard or scooter belonging to another student.
- Students are not allowed to ride a bicycle, skateboard or scooter on school grounds during a school day. This is for their safety as there is a lot of traffic with pick-up and drop-off. They must walk with them to where they will be placed for the school day before school and walk to the end of school property at the end of the day.

Supervision Before and After School

Supervision will NOT be provided for students prior to 7:45 a.m.. Students should not arrive at school before this time. At the conclusion of the instructional day at 3:00 p.m., students waiting to be picked up will be supervised by our crossing guards until 3:15 p.m. After 3:15 p.m. any students who haven't been picked up will be taken to the office to contact parents. During inclement weather students may wait inside the building entrance. North's behavioral expectations apply on school grounds at all times.

Trespass on School Property

It is a misdemeanor for a person to enter or be found in a public or non-public elementary, intermediate, middle or secondary school building unless the person:

- is enrolled as a student in the school, a parent or guardian of an enrolled student in the school, or an employee of the school or school district;
- has permission or an invitation from a school official to be in the building;
- is attending a school event, class or meeting to which the person, the public or the student's family is invited;
- has reported their presence in the school building in a manner required for visitors to the school. (Report to the main office)

THE SCHOOL OFFICES

Address Changes

Parents/Students who have a change of address, telephone number or email address during the school year should report these changes to the District Office, 507-934-5703 ext. 1016.

FREE BREAKFAST AND LUNCH for all students

To be the most alert, energetic, and productive every student should have a good breakfast before school each day. Although children may not be hungry when they first wake up, a good breakfast is essential to the demands of work. If your child does not prefer eating before they leave for school, we can offer a nutritious breakfast. We have a full service kitchen that provides us with breakfast and lunch. Both meals and milk are available through the food service. The students are assigned an account number. Reminder notices are sent out when the account is negative. If you are having difficulty keeping up with your account balance, please contact the office.

Unpaid Meal Charges

Saint Peter Public Schools offers breakfast and lunch meals to students who meet state and federal guidelines. The District works to promote healthy eating habits and enhance learning as well as maintain the financial integrity of the National School Breakfast and Lunch program and eliminate stigmatization of children who are unable to pay meal charges.

School districts in Minnesota are required to have procedures in place to establish consistent practices for the provision of meals to students who have insufficient funds in their school meal accounts and the collection of unpaid meal debt. The following information outlines the school district's procedure:

> All students, regardless of their lunch account balance, will be offered a school breakfast and lunch each school day. Students with a negative meal account balance of -$20.00 or more are not allowed to charge for additional items, however students may purchase extra items with cash.

Payment Options

Families can pay for meals online via Infinite Campus at no charge or submit a check or cash at any school office or cafeteria.

Free and Reduced Meal Program

Applications for free/reduced meals are required yearly for each family. Meal applications are distributed to all families prior to the first day of classes. Applications are also available in school offices, on the school district website (stpeterschools.org) or at the District Office. Families can apply for meal benefits anytime during the school year should family size or income change.

Attendance

Students are expected to attend school daily unless they are ill or there is a rare family event. If a student needs to be absent, a parent or guardian must call the school at (507) 934-3260 ext 4038. If there is no answer, they should leave a message. Email messages are also appropriate when they are sent to our attendance clerk, Sarra Torbenson at storbenson@stpeterschools.org. Please do not use your student's homeroom teacher as the primary contact to report absences.

Direct messages through online platforms or texting your student's teacher should not be used for reporting attendance.

The message should include a brief description of the reason for the absence to excuse it. If the attendance clerk cannot reach the parent or guardian, and no message is left from the parent/guardian, the student will be marked as unexcused. A written description of the student's absence is also acceptable if our front office receives the message prior to the absence or up to two school-days after the absence.

Appointments should be scheduled outside school hours whenever possible. Parents or guardians should notify the school if a child will be absent for an extended period (at least three school days) to arrange for school work to be completed while the student is absent. If a student is absent from school for an extended period and no effort is made to complete school work while absent, the student will be marked unexcused absent.

Absence from School
If a child is absent from school for more than seven days without an excuse approved by the school principal, the school will take further action. The child's parent or guardian will be contacted to discuss the absences and to understand the reasons behind them. If the situation is not resolved, and the absences continue, the school may escalate the issue to the county attorney for potential educational neglect. This step is taken to ensure that all children receive their required education and support.

Attendance Taking

At North Elementary, we meticulously record daily attendance to ensure accurate tracking and support student learning. Attendance is taken every morning between 8:00 and 8:15 a.m. It is crucial for students to be present during this period to be marked as attending for the full day. If a student arrives between 8:00 a.m. and 8:15 a.m. they will be marked as tardy. If student arrive after 8:15 a.m., they will be recorded as absent due to the missed instructional time.

For instances where students are signed in or out during instructional hours (8:00 a.m. to 3:00 p.m.), the exact time of their absence is documented to the minute in our student information system. This detailed recording ensures all absences are accurately tracked, maintaining precise attendance records and ensuring that students participate in all essential learning activities.

How We Monitor Attendance

Step 1: Teachers report attendance to the office by 8:15 a.m. and maintain regular contact with parents or guardians of students with repeated absences. Chronic absences are reported to the social worker and school principal. Our Student Support Team monitors attendance weekly. Attendance is ultimately tracked by the total number of instructional minutes missed, including early pickups and late arrivals throughout the school day.

Step 2: After six absences (unexcused or excused without proper reason or apparent medical condition), the principal and social workers review the case. They may send a letter to the parents or guardians notifying them of an upcoming contact from the principal, school nurse, social worker, or other relevant staff. This contact will be made within two weeks of the initial letter. During this contact, Minnesota Statutes mandating school attendance and the long-term effects of chronic absences will be discussed with the parents or guardians.

Step 3: After seven absences, the attendance team will meet to determine the next intervention. Individual cases will vary, but team members may include the parent, principal, teacher, school social worker, nurse, county social service representative, school psychologist, and others relevant to the situation.

Step 4: If attendance does not improve after the team conference, the school may report educational neglect or truancy to the appropriate agencies.

Transfer from School

If a student withdraws from school before the end of the school year, the school office should be notified at least two days before the date of departure. Parents/guardians should contact Central Registration with transfer information so that the student's records can be sent to the new school when requested.

Child Abuse and Neglect

In accordance with MN State Law, specifically Statute Number 626.556, any instance where there is reasonable cause to believe that a child is being neglected, or physically or sexually abused, must be reported immediately to the local welfare agency. This law mandates that all suspected cases of child abuse or neglect be promptly addressed to ensure the safety and well-being of the child involved.

Our staff have the option to report suspected cases of child abuse or neglect directly to the local welfare agency. Alternatively, they can seek assistance from the building principal, the school social worker, and/or the Student Assistance Team. This collaborative approach ensures that the report is handled appropriately and in accordance with legal requirements.

All information related to these reports will remain confidential and will be shared only among the individuals directly involved in handling the case, including the building principal, the school social worker, and the Student Assistance Team. This confidentiality is crucial to protect the privacy of the child and the integrity of the investigation.

INFORMATION FROM THE NURSE

If a child becomes ill at school and would need to go home, school personnel will call the parent/guardian at home or work. If the parent/guardian cannot be reached, the person you have designated as your child's emergency alternate will be called. Transportation arrangements for the ill child are the responsibility of the parent. Until the child is picked up, they will be cared for in the health office. If there is a change of telephone numbers for either yourself or the emergency alternate, please notify the school as soon as possible.

When Should a Child Stay Home?

If a child is vomiting or has diarrhea, they should stay home for 24 hours after the vomiting or diarrhea has stopped. If a child has a temperature 100 degrees or greater, they should remain at home. Students should remain at home for 24 hours without fever reducing medication, such as Tylenol, before returning to school. Schools are not properly staffed or equipped to tend to the clinical needs of sick children. Our school can only temporarily provide for your child's medical needs if they are ill. Parents/guardians should arrive promptly following a phone call from school.

Emergency Care Policy

In the event of an emergency or serious illness, it is the policy of the school district to provide appropriate medical response and to contact the parent/guardian as quickly as possible. In the event of a serious emergency, the school will call 911, emergency response personnel immediately. The parent/guardian or designee will be contacted at the same time. If the situation is not life threatening but the student requires urgent care and the school cannot contact a parent/guardian or designee, school personnel will transport (or call 911) the student to the nearest clinic or hospital. It is the responsibility of the parent/guardian to pay any incurred medical expense. It is the parent/guardian's responsibility to make arrangements for proper care in the event of illness/injury. If the parent is unable to be reached, other contacts will be called and asked to assume temporary care of the child or make decisions in regard to the care of the child.

Medication

Parents/guardians requesting that medication (either prescription or nonprescription) be administered during school hours by school staff are required to provide the following:

- A statement from the physician for the administration of medication
- A parent/guardian release for the administration of medication
- The medication in the original, properly labeled, pharmacy container

Immunization Law

Minnesota State law requires all children attending public schools to be fully immunized against diphtheria, tetanus, pertussis (DTP), polio, and measles, mumps and rubella (MMR). A student entering grades K - 6 should have had 5 DPT, 4 polio, 2 MMR immunizations, and 3 Hepatitis B vaccines, and two varicella (chickenpox) vaccines. Parents/guardians who hold conscientious beliefs contrary to the immunizations law need to submit the conscientious objection form to the school. Students who are not fully immunized will need to update their vaccinations to remain in school. The school nurse will assist families in identifying vaccines needed and local resources available to meet those needs.

Communicable Diseases

In the event that your child develops a communicable disease during the school year, please notify the school so we can then observe other students for signs of illness. Examples of common childhood communicable diseases are chicken pox, pink eye, strep throat, head lice, impetigo, flu, COVID, and the common cold. Please call the nurse if you have questions regarding your child's illness or when your child can return to school. Any question or concerns call our school nurse, Rachel Fitch, RN. If you are unable to reach the

nurse, please contact one of the building secretaries and they will have the nurse return your call ASAP.

Staying Indoors at Recess

Except during inclement weather, students are expected to be outdoors at recess. It may be necessary, on occasion, for students to stay in for health reasons. A parent's/guardian's written request is needed for a child to remain inside at recess; and a doctor's recommendation will be expected if a student needs to stay in for an extended amount of time.

ADDITIONAL INFORMATION

Lost and Found

We have a lost and found table near the office. Parents/guardians and students are encouraged to check this area for articles, which may have been lost. At the conclusion of the school year, unclaimed items will be donated or disposed of.

Dress for the Weather

Because of our continually changing weather, please make sure that students are sent to school dressed appropriately and with proper footwear during extreme weather temperatures/conditions.

Treats

State law prohibits homemade food from being brought to school to serve as treats for parties, birthdays, etc.

Private Parties

In order to be sensitive to the feelings of all students, we ask that invitations to parties which may exclude some children be made outside of the school day.

Athletic Events at the Middle and High School

We ask that elementary students attend St. Peter High School athletic events accompanied by an adult. While in attendance at athletic events, students have the same expectations for behavior as they would during the school day at North. If students do not meet these expectations, they may be asked to leave the event, or stay with their parents/guardians.

Soliciting and Trading

Because of the problems that may arise, students should not trade personal items or solicit for individual profit.

School Visitation by Children

Occasionally, requests are made by students to have children who are friends or relatives visit school. We discourage such visits because it causes disruption to the normal classroom routine and the process of learning. All exceptions to this rule must be reviewed by the building principal.

Elopement Plan

Students who have demonstrated a pattern of elopement from the school setting will have a specific elopement plan developed in collaboration with parents/guardians, case manager, teacher, principal, social worker, nurse and others as identified.

Building-Wide Student Assessments

To support the academic and social-emotional growth of every student at North Elementary, we implement a consistent school-wide assessment system. These assessments help staff monitor progress, guide instruction, and provide timely support in both academics and social-emotional development.

Screening Assessments (Grades 2–4)

All students in grades 2 through 4 participate in screening assessments three times per year—fall, winter, and spring—in the following areas:

- Reading: General reading skills, fluency, and foundational components

- Math: Core math concepts and number sense
- Social-Emotional Learning (SEL): Student self-reflection on social/emotional skills and well-being

Curriculum-Based Measures (CBM)

In addition to general screeners, CBM assessments are administered seasonally in:

- Reading Fluency: Accuracy, rate, and expression
- Phonics & Morphology Knowledge: Decoding and word structure understanding
- Math Fluency: Operational efficiency with basic math facts

These CBMs help identify students who may benefit from additional intervention or enrichment, ensuring all learners are supported at their current level.

Minnesota Comprehensive Assessments (MCA) – Grades 3 & 4

Students in grades 3 and 4 are required to participate in the Minnesota Comprehensive Assessments (MCA) for reading and math in the spring. These assessments measure student proficiency with state standards and are used at the district and state levels to evaluate program effectiveness.

- Parents/guardians who wish to opt their child out of MCA testing must complete the Minnesota Department of Education's MCA Parent Refusal Form, available here: https://education.mn.gov/MDE/fam/tests/StudentParticipation/

Students Receiving Special Education Services

Students who receive services through an Individualized Education Program (IEP) will have their assessment participation determined by the IEP team. If you have questions about assessment appropriateness or accommodations, please consult your child's case manager.

APPENDIX: POLICY

The following outlines district policy required by district policy or state statute to be included in student handbooks. All of the district's policies can be found at https://www.stpeterschools.org/page/school-board

Contents:

- **Bullying Prohibition: Policy 514**
- **Distribution of Nonschool-Sponsored Materials: Policy 505**
- **Employment Background Checks: Policy 404**
- **Harassment and Violence: Policy 413**
- **Hazing Prohibition: Policy 526**
- **Student Attendance: Policy 503**
- **Student Discipline: Policy 506**
- **Student Records: Policy 515**
- **Student Surveys: Policy 520**
- **Tobacco-Free Environment: Policy 419**
- **School Meals: Policy 534**
- **Pesticide Application Notice**
- **Lead in School Drinking Water**
- **Language Access for Families**

514 BULLYING PROHIBITION POLICY
BULLYING PROHIBITION POLICY

[Note: School districts are required by statute to have a policy addressing bullying.]

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or

the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

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

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

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

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

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

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

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

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

2. The levels of harm, surrounding circumstances, and nature of the behavior;

3. Past incidences or past or continuing patterns of behavior;

4. The relationship between the parties involved; and

5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

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

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

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

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

1. an actual or perceived imbalance of power exists between the student engaging in the

prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or

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

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

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

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

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

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

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

G. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct. .

H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

I. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on

an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three 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 Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;

2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and

5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to

review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents and other community members to develop and implement prevention and intervention programs;

3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;

4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;

5. Teach students to advocate for themselves and others;

6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. This policy must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.

C. This policy must be distributed to each school district or school employee and independent contractor at the time of hiring or contracting.

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. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.

G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota 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 Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

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

B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

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

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

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

1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.

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

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

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

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

IV. GUIDELINES

A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.

B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous or slanderous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises or promotes any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person’s race, religious, or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

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

1. whether the material is educationally related;

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

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

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

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

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

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

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

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

B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

C. No one shall coerce a student or staff member to accept any publication.

D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.

2. Date(s) and time(s) of day intended for distribution.

3. Location where material will be distributed.

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

B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify

that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

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

B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.

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

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

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

IX. IMPLEMENTATION

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

404 EMPLOYMENT BACKGROUND CHECKS

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.

B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.

C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minn. Stat. § 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide payment for conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual to provide a criminal background check at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

C. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.

D. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.

E. The individual will be informed of the results of the criminal background check(s) to the extent required by law.

F. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.

G. The school district may apply these procedures to other volunteers, independent contractors, or student employees.

H. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is included with this policy.

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

1. 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.[1]

H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

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, 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.

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.

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

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

D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.

E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.

F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

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

G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.

H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

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

C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.

E. "Student" means a student enrolled in a public school or a charter school.

F. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.

F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.

C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

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

VII. DISSEMINATION OF POLICY

A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.

B. The school district will develop a method of discussing this policy with students and employees.

503 STUDENT ATTENDANCE

I. PURPOSE

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

B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student,

parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

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

2. Parent or Guardian's Responsibility

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

3. Teacher's Responsibility

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

4. Administrator's Responsibility

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

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

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval.

1. Excused Absences

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

[NOTE: This paragraph quotes Minnesota Statutes, section 120A.22.]
[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 120A.22 as indicated above.]

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

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

d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

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

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

(b) Family emergencies;

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

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

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

(f) Court appearances occasioned by family or personal action.

(g) Physical emergency conditions such as fire, flood, storm, etc.

(h) Official school field trip or other school-sponsored outing.

(i) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.

Other exemptions included in this attendance policy:

(i) Family vacations with prior Principal approval

(ii) Personal trips to schools or colleges with prior Principal approval

(iii) The Building Principal can make exceptions for unexcused circumstances.

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

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

[NOTE: Subparagraph 3 above incorporates the 2024 amendment to Minnesota Statutes, section 120A.22, subdivision 12.]

[Note: In 2024, the Minnesota legislature amended Minnesota Statutes, section 120A.22, subdivision 12. The legitimate exceptions set forth above quote this statute. Minnesota law provides that a school board may include other exemptions in the school district's attendance policy. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular

attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]

c. Consequences of Excused Absences

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

(2) Work missed because of absence must be made up as indicated in each School's handbook. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

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

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

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

(3) Work at home.

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

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

(6) The building Principal can make exceptions for unusual situations.

b. Consequences of Unexcused Absences

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

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

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

C. Tardiness

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

2. Procedures for Reporting Tardiness

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

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

3. Excused Tardiness

Valid excuses for tardiness are:

a. Illness.

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

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

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

e. Court appearances occasioned by family or personal action.

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

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

4. Unexcused Tardiness

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

b. Parents/guardians of students with excessive tardiness will be notified and an individual behavior plan will be developed with the student support team. Failure to meet these plans may result in disciplinary action

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

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

2. In order to participate in co-curricular activities, students must be in attendance at school the full day of the event/practice unless excused by a doctor's note. Individuals with unexcused absences on the day of the event/practice may not participate.

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

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

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

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

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodations should be directed to the building principal.

IV. DISSEMINATION OF POLICY

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

V. REQUIRED REPORTING

A. Continuing Truant

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

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

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

B. Reporting Responsibility

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

1. That the child is truant;

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

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

4. That this notification serves as the notification required by Minn. Stat. § 120A.34;

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

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

7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;

8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and

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

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.

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

506 STUDENT DISCIPLINE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the

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

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

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

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

In view of the foregoing and in accordance with Minnesota Statutes 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. DEFINITIONS

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

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

IV. POLICY

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

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

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

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

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative

educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

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

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

V. AREAS OF RESPONSIBILITY

A. 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 restrain a student to prevent imminent bodily harm or death to the student or 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 restrain a student to prevent imminent bodily harm or death to the student or 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 to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

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

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

I. Reasonable Force Reports

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

2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

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

VI. STUDENT RIGHTS

All students have the right:
A. to an education and to learn.
B. to feel safe and included.
C. to think freely and ask questions

VII. 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)

VIII. CODE OF STUDENT CONDUCT

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

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

2. The use of 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. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;

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

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

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

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

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

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

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

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

31. Criminal activity;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

IX. RECESS AND OTHER BREAKS

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

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

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

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

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

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

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

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

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

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

X. DISCIPLINARY ACTION OPTIONS

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

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

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

C. Parent contact;

D. Parent conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Financial restitution;

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

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

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

Q. Preparation of an admission or readmission plan;

R. Saturday school;

S. Expulsion under the Pupil Fair Dismissal Act;

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

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

XI. REMOVAL OF STUDENTS FROM CLASS

A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring

with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "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 From 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 from 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 from 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 Minnesota Statutes section 121A.29.
    a. Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes section 121A.26;
    b. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to 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.

O. **Unscheduled Student Removal From Class**

A public school is encouraged to adopt a school policy on parental notification for unscheduled student removal from class. The public school must consult with child abuse prevention experts to incorporate best practices into the school policy. A public school with a policy on parental notification must include the policy in the employee handbook and disseminate information to school staff regarding child abuse prevention in a school setting.

[NOTE: The 2024 Minnesota legislature enacted this provision, which does not require a school board to adopt policy language. School districts may determine whether to adopt policy language.]

XII. DISMISSAL

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

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

The school district shall not dismiss any student without attempting to nonexclusionary disciplinary policies and procedures before dismissal, 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. Disciplinary Dismissals Prohibited

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

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

   b. kindergarten through Grade 3.

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

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

D. Suspension Procedures

1. "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^{th}) consecutive day of suspension or the tenth (10^{th}) 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 Minnesota Statutes section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes section 120B.02, although in a different setting.

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 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, 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.

E. 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, 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, 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 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.

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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

XV. STUDENT DISCIPLINE RECORDS

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

XVI. 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.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes, section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes, section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes, chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

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

The Discipline Complaint Procedure must, at a minimum:

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

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

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

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

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

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

XIX. 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.

XX. 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.

515 STUDENT RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code, section 1232g, *et seq.* (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations, part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minnesota Rules, parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an

individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

1. "Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name, dates of attendance, grade level, enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; and honors and awards received. Directory information does not include:

    a. a student's social security number;

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

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

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

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

2. Under Minnesota law, a school district may not designate a student's or their parent's home address, telephone number, email address or other personal contact information as "directory information.

E. Education Records

1. What constitutes "education records"

Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute education records

The term "education records" does not include:

a. Records of instructional personnel that are:

(1) kept in the sole possession of the maker of the record;

(2) used only as a personal memory aid;

(3) not accessible or revealed to any other individual except a temporary substitute teacher; and

(4) destroyed at the end of the school year.

b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

(1) maintained separately from education records;

(2) maintained solely for law enforcement purposes; and

(3) disclosed only to law enforcement officials of the same jurisdiction.

c. Records relating to an individual, including a student, who is employed by the school district which:

(1) are made and maintained in the normal course of business;

(2) relate exclusively to the individual in that individual's capacity as an employee; and

(3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:

(1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education;

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or

4. Perform a task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means *Superintendent, Principal, or district level administrative staff*.

N. Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. "Student" also includes applicants for enrollment or registration at the school district and individuals who receive

shared time educational services from the school district.

O. School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

P. Summary Data

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

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

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

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;

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

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

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations, section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations, sections 300.610-300.617 with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

   a. a specification of the records to be disclosed;

   b. the purpose or purposes of the disclosure;

   c. the party or class of parties to whom the disclosure may be made;

   d. the consequences of giving informed consent; and

   e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:

   a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and

   b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

   a. identifies and authenticates a particular person as the source of the electronic consent; and

   b. indicates such person's approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:

   a. in plain language;

   b. dated;

c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

d. specific as to the nature of the information the subject is authorizing to be disclosed;

e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;

f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and

g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes, chapter 256B or Minnesota Care under Minnesota Statutes, chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:

a. performs an institutional service or function for which the school district would otherwise use employees;

b. is under the direct control of the school district with respect to the use and maintenance of education records; and

c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code, section 7917, and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes, section 260B.171, unless the data are required to be destroyed under Minnesota Statutes, section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or

eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

   a. determine eligibility for the aid;

   b. determine the amount of the aid;

   c. determine conditions for the aid; or

   d. enforce the terms and conditions of the aid.

   "Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:

   a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or

   b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5)

years;

8. To accrediting organizations in order to carry out their accrediting functions;

9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 United States Code, section 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;

14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;

15. To the parent of a student who is not an eligible student or to the student himself or herself;

16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency

or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:

    a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;

    b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

    The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's

record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code, section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

23. When requested, and in accordance with requirements for parental consent in 34 Code of Federal Regulations, section 300.622(b)(2), and part 99, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 13.32, subdivision 5, to include this update.]

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;

2. Pursuant to a statute specifically authorizing access to the private data; or

3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

   a. Minnesota Statutes, section 13.32, subdivision 5; and

   b. 20 United States Code, section 1232g, and 34 Code of Federal Regulations, section 99.37, which were in effect on January 3, 2012.

2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under Minnesota Statutes, section 13.32.

3. A parent's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statutes, section 13.32, subdivision 2.

43. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

[NOTE: This section became effective on the day following final enactment (May 19, 2023). Beginning on the effective date, a student's personal contact information subject to this section must be treated as private educational data under Minnesota Statutes, section 13.32, regardless of whether that contact information was previously designated as directory information under Minnesota Statutes, section 13.32, subdivision 5].

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.

2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:

   a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;

   b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and

c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

3. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.

4. A parent or eligible student may not opt out of the directory information disclosures to:

a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or

b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

5. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;

3. School presently attended by student;

4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

   a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

   b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

   c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

   d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

   e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes, sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes, chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes, chapter 260E, 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 occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement he or she provided to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes, section 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

   a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

   b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or

   c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, section 121A.40, *et seq*.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

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

B. Data released to military recruiting officers under this provision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;

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

3. copying fees shall not be imposed.

C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority in writing at the beginning of each school year. The written request must include the following information:

1. Name of student and parent, as appropriate;

2. Home address;

3. Student's grade level;

4. School presently attended by student;

5. Parent's legal relationship to student, if applicable;

6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and

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

D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

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

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

   a. The disclosures meet the requirements of Section VI. of this policy; and

   b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.

2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code, section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

   [NOTE: 42 United States Code, section 14071 was repealed. School districts should retain this statutory reference, however, as it remains a reference in FERPA and the Minnesota Government Data Practices Act and still may apply to individuals required to register prior to the repeal of this law.]

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations, section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;

4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy, and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:

   a. the parties who have requested or received personally identifiable information from the education records of the student;

   b. the legitimate interests these parties had in requesting or obtaining the information; and

   c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:

   a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;

   b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and

   c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations, section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an

eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B) or an act of domestic or international terrorism.

[NOTE: While Section XIII.E.1. does not apply to requests for or disclosures of directory information under Section VII. of this policy, to the extent the school district chooses to limit the disclosure of directory information to specific parties, for specific purposes, or both, it is advisable that records be kept to identify the party to whom the disclosure was made and/or purpose for the disclosure.]

4. The record of requests of disclosures may be inspected by:

   a. the parent of the student or the eligible student;

   b. the school official or his or her assistants who are responsible for the custody of the records; and

   c. the parties authorized by law to audit the record-keeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

   a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and

   b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:

   a. the cost of materials, including paper, used to provide the copies;

   b. the cost of the labor required to prepare the copies;

   c. any schedule of standard copying charges established by the school district in its normal course of operations;

   d. any special costs necessary to produce such copies from machine-based record-keeping systems, including but not limited to computers and microfilm systems; and

   e. mailing costs.

2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision B. of this section shall:

   a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

   b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes, chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

B. Data practices compliance official means Administrative Assistant to the Superintendent, Kimberley Deming

C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;

5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and

6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

520 STUDENT SURVEYS

I. PURPOSE

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. § 1232h.

III. STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.

B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.

C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act) and 34 C.F.R. Part 99.

E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;

2. mental and psychological problems of the student or the student's family;

3. sex behavior or attitudes;

4. illegal, antisocial, self-incriminating, or demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

7. religious practices, affiliations, or beliefs of the student or the student's parent; or

8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:

a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

b. Arrangements to protect student privacy in the event of the administration or distribution of a

survey, including an evaluation, to a student which contains

one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.

c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.
"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400, *et seq.*).

e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

(1) "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

(2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

(a) college or other post-secondary education recruitment or military;

(b) book clubs, magazines, and programs providing access to low cost literary products;

(c) curriculum and instructional materials used by elementary and secondary schools;

(d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(e) the sale by students of products or services to raise funds for school-related or education-related activities; and

(f) student recognition programs.

(3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.

a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

b. The notice will provide parents with an opportunity to opt out of participation in the following

activities:

(1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

(2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.

(3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

"Invasive physical examination" means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.

d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

V. NOTICE

A. The school district must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.

B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.

C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO- RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns,

leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

III. DEFINITIONS

A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

B. "Heated tobacco product" means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.

C. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or

accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

F. "Vaping" means using an activated electronic delivery device or heated tobacco product."

IV. EXCEPTIONS

A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony

B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off- campus events sponsored by the school district.

It shall not be a violation of this policy for an Indian adult or student to carry loose tobacco in a tobacco pouch intended for spiritual or cultural ceremonial support with the permission of the student's parent or guardian and the written or verbal notice to the site administrator.

V. VAPING PREVENTION INSTRUCTION

A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.

B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

VI. ENFORCEMENT

A. All individuals on school premises shall adhere to this policy.

B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.

C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.

E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.

F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.

G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

A. This policy shall appear in the student handbook.

B. The school district will develop a method of discussing this policy with students and employees.

534 SCHOOL MEALS POLICY

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

If the school district participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

A. A school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

B. Each school that participates in the free school meals program must:

(1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

(2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch

C. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.

D. When a student has a negative account balance, the student will not be allowed to charge a snack item.

E. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

III. UNPAID MEAL CHARGES

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

C. Negative balances of more than $200, not paid prior to the end of the school year, will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

E. The school district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

IV. COMMUNICATION OF POLICY

A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:

1. all households at or before the start of each school year;

2. students and families who transfer into the school district, at the time of enrollment; and

3. all school district personnel who are responsible for enforcing this policy.

B. The school district may post the policy on the school district's website, in addition to providing the required written notification described above.

C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Pesticide Application Notice

The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15 as to the school district's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, an estimated schedule of pesticide applications (which will be available for review or copying at the school office), and the long-term health effects of the class of pesticide on children can be requested by contacting Seth Putz.

Language Access for Families

We are committed to making sure every student and family has access to important school information. If your family speaks a language other than English, we are here to help you understand and participate fully in your child's education.

- **Interpreters Are Available:** You have the right to an interpreter for important conversations about your child's education, including meetings about:
    - Academic progress
    - Special education services
    - Student placement in programs
    - Behavior or discipline concerns
    - Graduation or course planning

- **Trained Staff:** Our district has trained Spanish and Somali-speaking liaisons to help with interpreting. If you speak another language, we will connect with a professional interpreter through our language-line service.

- **Written Translations:** Important documents—like report cards, special education notices, enrollment forms, and discipline policies—will be translated into your preferred language whenever possible. If something isn't translated, we'll provide an interpreter to explain it to you.

If you need an interpreter or translation, please tell your child's teacher, principal, or school office staff.

SAINT PETER MIDDLE SCHOOL
STUDENT – PARENT
HANDBOOK
2025 - 2026

100 Lincoln Drive - Saint Peter, MN 56082-1332
Phone: (507) 934-4210
FAX: (507) 934-4783
https://www.saintpeterschools.org/o/spms

Updated on 8/12/25

Welcome to Saint Peter Middle School!

We are committed to meeting the unique needs of the middle-level learner. We strive to equip each student with the knowledge and skills necessary for their next level of education and life. We will reach this goal by fostering a collaborative learning environment inclusive of rigorous core content and exploratory opportunities which are responsive to the academic, physical, and social emotional needs of fifth through eighth grade students.

At Saint Peter Middle School, you will experience:

A Collaborative Learning Environment
Each student will belong to one of four “houses.” Each house consists of approximately 150 students who share the same four core content teachers (English language arts, math, science, and social studies). Our four houses include Oak (5th Grade), Spruce (6th Grade), Maple (7th Grade) and Pine (8th Grade) Houses. Teachers within each house meet regularly as a collaborative team to identify, discuss, and respond to individual student needs.

Rigorous Core and Exploratory Courses
At each grade level, students learn essential content in English language arts, math, science, and social studies, health and physical education. Students also engage in exploratory and elective courses (art, family and consumer science, music (band/choir), and STEM (science, technology, engineering, and math). These exploratory and elective courses build upon core content knowledge and increase students’ acquisition of 21st century skills- collaboration, communication, critical thinking, and creativity, through a broad range of hands-on learning activities. Further, exploratory and elective courses provide students the opportunity to explore their individual strengths and interests. Exposure to multiple exploratory courses aids students in choosing courses in high school and ultimately in making decisions for future career paths.

Physical, Social, and Emotional Learning
Students in middle school are navigating school and life amidst physical, social, and intellectual change. Saint Peter Middle School recognizes and embraces the role it plays in the positive development of each, and is committed to supporting its students on their journey through early adolescence. Each student is assigned to an advisor who will get to know them, advocate for them, serve as a general conduit between school and home. In addition to the advisor-advisee program, students will learn healthy decision making and habits through health, physical education, family and consumer science courses, and have a daily recess period to accommodate the physical activity needs of students.

We look forward to working with you!

Sincerely,

Jessi Buttell
Principal

Steve Alger
Dean of Students

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SECTION 1: ACADEMICS

A. Course offerings:

5th Grade and 6th Grade	7th Grade and 8th Grade
Advisory (Every third day) Core: English Language Arts Health/Physical Education (Alternating days) Math Science Social Studies Exploratory: Art (Quarter) Family and Consumer Science (Quarter) General Music (Semester) Elective: (Every third day) Band (6th Grade) Intervention: Reading (Assigned) Math Intervention (Assigned)	Advisory (Every third day) Core: English Language Arts Health/Physical Education (Alternating days) Life Science (7th)/Physical Science (8th) Pre-Algebra (7th)/Algebra (8th) US Studies (7th)/Geography (8th) Exploratory: Art (Quarter) Family and Consumer Science (Quarter) STEM (Semester) Elective: (Every third day) Band Choir Intervention: Reading (Assigned) Math Intervention (Assigned)

B. Academic Integrity

We expect our students to show Saints PRIDE, and hold our students and staff to the highest standards of performance and integrity at Saint Peter Middle School.

Academic integrity is achieved when a student:

1. Takes full credit for his or her own work, and gives full credit to those who have helped, or influenced him or her.
2. Represents his or her own work honestly and accurately.
3. Collaborates with other students only as specifically directed or authorized.

Student behaviors that promote academic integrity and student achievement:

1. Prioritize a realistic schedule and balance academics, extra-curricular, social and family life, and sleep. It may be necessary to limit activities when feeling overwhelmed.
2. Be organized. Keep class notes and handouts in a binder or other organizational tool that is easily accessible. Organization reduces anxiety when studying for a test or completing assignments
3. Seek help from teachers. Ask for clarification if you do not understand an assignment.
4. Keep current with assignments. Don't wait until the last minute to study for a test or complete an assignment. Time management is a lifelong skill.

5. Only work with another student if the teacher has specifically given permission.
6. Accept that real learning requires serious and sometimes tedious effort and dedication.

I. **Academic Integrity Violations**

i. Level 1 Violations

Copying another student's homework, class work or ideas without the instructor's permission. Not acknowledging the writer's ideas or direct words within an assignment. Copying or paraphrasing an excerpt from the internet or any other source without citing the source. **(Cheating/Plagiarism)**

Allowing another student to copy homework or class work without the instructor's permission **(Facilitation)**

Misrepresenting oneself to the teacher. (**Falsification)**

ii. Level 2 Violations

Cheating on exams, tests or quizzes. Copying or buying an essay, lab report, or project and submitting it as your own. **(Cheating/Plagiarism)**

Using an assignment from a student who previously took the course **(cheating)** or providing that assignment to a current student. **(Facilitation)**

iii. Level 1 Consequences

Teacher confers with the student and notifies the parent(s).
Alternate assignment or no credit for assignment
Minor referral to administrator

IV. Level 2 Consequences

Teacher confers with student and notifies parent(s)
No credit for assignment
Major referral to administrator
Administrative conference
Office consequence

C. Grading

I. Middle School grades are given each quarter. The grade for each quarter is determined by percentages with a final grade for quarter, semester, or year long course determined by averaging percentages.

II. Grade marks are an indicator of academic performance; a tool used to determine progress toward a particular skill or knowledge base. Marks are not intended to be used in a punitive manner nor are marks to be lowered because of misconduct. This does not mean that points cannot be awarded for performance.

III. SPMS utilizes a weighted grading system. 20% of a student's quarter grade is based on formative assessments (i.e., daily or practice work) while 80% is based on summative or end of unit tests, quizzes, or projects.

D. Retakes

I. SPMS allows the retake of summative assessments for full credit.

II. Summative assessment retakes must be completed within two weeks from receiving teacher feedback on the original summative assessment.

III. All formative/practice assignments for a given unit must be submitted prior to conducting a retake.

E. Latework

I. Points will not be deducted for formative or summative work that is not turned in by the due date.
II. Late work for each unit will be accepted for two weeks after the original date of the unit's summative assessment. Beyond this timeframe, all formative work that is not turned in will become a zero in the gradebook
III. Summative work (first attempt) will be accepted until the end of the quarter. Students who have not completed all summative work by the end of the quarter will be awarded an Incomplete on their quarter report card.

D. Incompletes

I. A mark of "Incomplete" may be given to a student who has not completed all the requirements of a course.
II. All incompletes must be made up within three (3) weeks of the end of the quarter/semester in which they occurred. An incomplete not made up within three (3) weeks will result in the loss of credit for any unfinished work.

E. Parent/Guardian Contact

I. Report cards are available online to parents, guardians, and students. Paper copies will be mailed per parent/guardian request. Academic progress reports are available online throughout the school year via Infinite Campus.
II. Parent conferences will be held during each school year. The dates for parent conferences are noted in the school calendar which can be accessed on the district website at stpeterschools.org
III. In cases when significant academic or social concerns arise, the school will convene a meeting with the student, parent/guardians and teacher to develop an improvement plan.
IV. The school's Student Support Team monitors progress on each student's improvement plan.
V. Parents will receive a midterm notification from the school when a student is not passing a class.
VI. Parents are encouraged to access Infinite Campus as a means of keeping current with their student's progress at school. Infinite Campus provides up to date, online access to student attendance, progress reports, and end of the quarter report cards. For more information or to sign up for parent portal, please contact Kathy Wobbrock at 934-5703 ext. 1016 or at kwobbrock@stpeterschools.org

F. Summer School/Targeted Services

I. Students who earn two or more <u>final</u> "F" grades in classes will be assigned to attend a three-week, (60 hour) summer school session designed to deliver the math and reading knowledge and skills necessary for students to be successful in their next grade level.
II. Invites to summer targeted services will also be sent based on math and reading standardized assessment scores.

G. Guidance and Social Work

I. The School Counseling Program at SPMS is designed to be comprehensive and developmentally appropriate for students at the middle level. The School Counselor and

Social Worker assists students with personal and social difficulties, academic challenges, academic and career planning, and connecting students and families with outside resources. School counseling and social work services are available to all students. Students interested in meeting with the school counselor or social worker should come to the counseling office to sign up for an appointment. The ideal time to do this is before school, during passing time, during lunch, after school, or with permission from the classroom teacher. The counselor or social worker will prepare a pass for the student and will meet with the student as soon as possible.

II. It may be advisable to hold a Student Assistance Team Meeting (S.A.T.) at the request of the counselor, social worker, teacher, principal or parent to address concerns regarding a student's progress in school. This meeting provides the opportunity for SPMS faculty to concentrate their efforts in order to better understand, resolve or address a particular student's difficulties. Parents or any staff member who works with the student may request a S.A.T. meeting for that child.

III. If you have questions about school counseling or social work services, contact Michelle Doose, School Counselor at mdoose@stpeterschools.org, Kylie Kuhlman, School Social Worker at kkuhlman@stpeterschools.org, Karie Lauwagie, School Social Worker at klauwagie@stpeterschools.org.

SECTION 2: ATTENDANCE

I. Regular attendance is absolutely essential to progress in schoolwork. It is our goal to help students develop the habit of being on time and prepared; life skills that will transfer to their adulthood. (See attendance Policy in Appendix)

A. School Day

I. The instructional school day for Saint Peter Middle School is from 8:25 am - 3:10 pm.

B. Building Security/Supervision

I. Building doors will open for student entrance at 8:05 am. All entrance doors into the building will be locked at 8:25 am except the office entrance doors (Capitol Drive-Door A).

II. Supervision will be provided for students from 8:05 am to the conclusion of the instructional day. Students are encouraged to leave the school grounds unless they are supervised by a staff member (coach, advisor, teacher, etc.) as there is no formal supervision following the 3:10 pm dismissal.

C. Drop off/Pick Up

I. Pick up and drop off locations are designated for the following areas:

- Football Field Parking lot loop (at the top of Grace Street)
- Capitol Drive: **Reserved for drop off/pick up during school hours and for students with limited mobility.**
- District Office Parking Lot (North end of building): Accessible via Broadway
- Pool Parking Lot (South end of building): Accessible via Grace Street
- Lincoln Drive - **Bus drop off and pick up only**
    - Buses will drop off approximately 8:00-8:05 am
    - Buses will pick up approximately 3:10-3:15 pm

D. Absences

I. If a student must miss school, a parent/guardian must make contact with the middle school office in order to verify/excuse the absence. If there is no answer, leave a message with a short description including your name, your student's name and why the student will be absent from school (a written description will also be accepted). Please do your best to call the school the morning of the absence. Doing so will help us ensure that

all students are safe and accounted for. Absences will be marked unexcused until a parent/guardian has contacted the school.

II. Although excusing absenteeism and tardiness is at the discretion of the principal, the following reasons are valid and should be used by parents and students as guidelines:

A. Illness.
B. Serious illness in the student's immediate family.
C. A death or funeral in the student's immediate family or of a close friend or relative.
D. Medical, dental, or orthodontic treatment, or a counseling appointment.
E. Court appearances occasioned by family or personal action.
F. Religious instruction not to exceed three hours in any week.
G. Observance of religious events
H. Physical emergency conditions such as fire, flood, storm, etc.
I. Official school field trip or other school-sponsored outing.
J. Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
K. Family emergencies.
L. Active duty in any military branch of the United States.
M. A student's condition that requires ongoing treatment for a mental health diagnosis.
N. The building principal can/may make exceptions for unusual situations.
O. Family vacations with prior principal approval; personal trips to schools or colleges.

III. Absence Procedure
- Parents/guardians call the middle school office the morning of absence to verify/excuse the absence. Phone Number: 934-4210
- Upon his or her return to school, the student will stop in the office to pick up a blue assignment sheet, designed to help students keep track of any missing work.
- The student will then take the assignment sheet to each of his or her teachers throughout the day and collect any missing work.

E. Anticipation of Absence

I. Students who anticipate an absence should call the school office in advance. In most cases, students will be able to acquire the material they will miss from their teacher ahead of time and be better able to stay current with their course content.

I. Anticipated absence procedure
- Parent/guardian calls the school to inform of upcoming absence
- Students stop in the office prior to the upcoming absence and obtain a pink assignment sheet, designed for students to organize upcoming assignments.
- Student takes a pink advanced assignment sheet to each of his or her teachers throughout the day and collects upcoming assignments.

F. Leaving School Early

I. For the safety of students leaving the building during the school day, a parent/guardian may need to come to the school reception office to meet the student and to sign the student out. If someone other than the parent/guardian or emergency contact will be

picking up the student, the office must be notified in advance who will pick up the student.

G. Tardies

I. Being on time to class encompasses life skills such as organization and time management. Being late to class not only affects the student who is late (missing instruction), but also distracts those already in the classroom from their learning. In the event that a student does not make it to their assigned class on time, they will be marked tardy. Parents/guardians of students with excessive tardies will be notified and individual behavior plans will be developed by the student and student support team. Failure to meet these behavior plans may result in disciplinary action.

II. Students who are more than 10 minutes late to a class will be marked absent, not tardy.

H. Truancy

I. Minnesota State Statute 120A.22, subd.5d requires that children under the age of 17 receive instruction.

II. Students who are absent without a valid excuse are considered truant.

III. Students with an unexcused absence from any class period(s) on 7 different days are considered habitually truant. Once an unexcused absence has been recorded on 7 different school days, a truancy petition will be filed with the county attorney's office. This may result in the student and parent(s)/guardian being summoned to a formal court proceeding.

IV. Saint Peter Public Schools work closely with Nicollet County Probation to ensure that students and families receive the support they need in order to maintain appropriate attendance. A member of Nicollet County Probation will contact families if attendance concerns arise.

I. Co-Curricular

I. In order to participate in co-curricular activities, students must be at school during the afternoon (4th through Saints Time periods) on the day of the event/practice unless excused by a doctor's note.

J. Procedure on Make-up Work

I. Students who have been absent from school have twice the length of time missed to make up daily work or tests assigned while the student was absent. For example: If a student misses two days of school, the student will have four days to make up any missing work. At the end of the allotted time, the teacher, at her/his own discretion, will award either a letter grade or give an incomplete for the assignment. An assignment not turned in by the end of the allotted time may result in an "F".

II. In the cases of both excused and unexcused absences, the teacher may assign different or additional materials to cover the material missed during the absence.

III. Assignments made while students are in attendance should be turned in on time. Example: If an assignment is assigned on Wednesday and due on Monday and the student is absent on Friday, the assignment is still due on Monday.

IV. In the case of unexcused absences, the teacher may choose not to award credit for the work missed during the absence.

SECTION 3: STUDENT BEHAVIOR

A. Behavioral Expectations

I. Saint Peter Public Schools utilizes Positive Behavior Interventions and Supports (PBIS). PBIS is a building-wide approach to explicitly define, teach, practice, and review the

positive behaviors we expect from our students. At Saint Peter Middle School, we expect all students to show Saints PRIDE by behaving in ways that exhibit:

A. Preparedness
B. Respect
C. Integrity
D. Determination
E. Empathy

If all involved in the Saint's community have PRIDE, then we can ensure a positive and safe learning environment for all.

II. Bus Behavioral Expectations*

While on the bus, students are expected to:

A. Follow all safety procedures
B. Use appropriate language and voice levels
C. Assist in keeping the bus clean
D. Respect the rights of other students to have a safe and enjoyable ride

* Failure to meet bus expectations will result in the loss of bus privileges and typically follow the procedure below:

1st offense - warning, notification to parent, and possible school consequences

2nd offense - notification to parent, possible school consequence, and possible suspension of riding privileges for up to five days

3rd offense - notification to parent, school consequences and suspension of riding privileges for up to five days.

4th offense - notification to parent, and possible suspension of riding privileges for the remainder of the school year.

Any infraction serious enough in nature may be cause for immediate removal from the bus.

III. Cafeteria Behavior Expectations

While in the cafeteria, students are expected to:

A. Clean up after themselves.
B. Respect one another and wait their turn to receive their food.
C. Treat the cafeteria staff with respect at all times.
D. Consume their food in the cafeteria.
E. Remain in designated areas until released by the lunchroom area supervisors. Weather permitting, students will be allowed to go outside for recess in designated areas.

IV. Classroom Behavior Expectations

When in classrooms, students are expected to:

A. Participate in class activities in a positive manner.
B. Arrive on time with the materials specified by the instructor.
C. Complete coursework to the best of their ability.
D. Respect the learning of others.
E. Abide by the individual classroom teacher's policies and guidelines (backpacks, headphones, etc.).

V. Hallway Behavior Expectations

When in the hallways, students are expected to:

A. Walk at all times.

B. Show respect for each other.
C. Show respect for property.
D. Use appropriate language and voice levels.
E. Assist in keeping the hallways safe and clean.

VI. Student Assemblies and Events

When attending assemblies and events, students are expected to:

A. Be quiet and listen to the person or group who is presenting
B. Do not talk during the program unless instructed to do so.
C. Applaud or clap when appropriate, never whistle or boo.
D. Remain seated until dismissed by the person in charge.
E. Be respectful.

VII. After School Co-Curricular Events

When attending after school extra-curricular events at the middle school or high school, students are expected to:

A. Sit in the bleachers/stands and watch the event.
B. Be positive.
C. Be respectful to all participants, spectators, officials, and supervisors.
D. If students do not meet these expectations, they may be asked to leave the event, or stay with their parents/caregivers.

B. Failure to Meet Behavioral Expectations

Disciplinary action may be taken against students for any behavior that disrupts good order, impedes the educational process, or violates the rights of others. Disciplinary action may include, but is not limited to the following:

A. Conference with a teacher, counselor, staff member, dean of students, or principal.
B. Removal from class.
C. Detention.
D. Loss of school privileges.
E. Co-curricular ineligibility.
F. Parent/guardian conference with school staff.
G. Modified school schedule.
H. Suspension.
I. Exclusion.
J. Expulsion.
K. Reasonable restraint for the protection of self or others.

C. Behavior Referrals (Minors and Majors)

Saint Peter Middle School will utilize two types of behavioral referrals designed to help staff monitor and support positive student behavior.

I. Minor behaviors are behaviors of minor consequence, but worthy of taking note. Minor behaviors are handled directly by the adult and student involved. Inappropriate behavior is discussed and expectations are re-taught to each student.
II. Major behaviors are behaviors which need to be dealt with outside of the classroom and will involve the dean or principal.

D. Parent Notification of Behavior

I. Parents will be notified by phone call and/or letter if a minor behavior becomes a pattern (3 or more minors for a similar behavior).
II. Parents will be notified by phone call and/or letter if a major behavior occurs.

E. Discipline

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

F. Bullying Prohibition

I. An act of bullying, by either an individual student or a group of students, is explicitly prohibited on school premises, on school district property, at school functions or activities, and 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.

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

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

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

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

VI. 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 full policy in Appendix).

G. Drug-Free School and Workplace

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

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

H. Harassment and Violence

I. 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 (See full policy in appendix).

I. Hazing Prohibition

I. Hazing activities of any type performed by students, teachers, administrators, volunteers, contractors, or other employees of the school district are inconsistent with the educational goals of the school district and are prohibited at all times (See full policy in appendix).

J. Nondiscrimination

I. The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs or activities. The school board has designated school social worker, Kelly Jensen, 2121 Broadway Ave, St. Peter, MN 56082, 507-934-4212, as the District Human Rights Officer to handle inquiries regarding nondiscrimination.

K. Notice of Violent Behavior by Students

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

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

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

II. A limited exception to the tobacco prohibition exists for adult members of an Indian tribe, as defined under Minnesota law, who may light tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony.

SECTION 4: GUIDELINES AND PROCEDURES

A. Animals in the Classroom

I. Requests for bringing animals to the classroom require prior approval from the building principal. The request should include the educational purpose, proof of animal health records, as well as guardian consent for each student in the classroom. The consent form will be distributed prior to approval and will include acknowledgement of any known student allergies. If consent is not granted, reasonable accommodations will be made when appropriate. If the animal is staying for an extended time, the teacher is responsible for submitting an animal care plan, which should include allocated responsibility in the event of an absence. The school reserves the right to deny an animal request at any time.

B. Background Checks

I. Background checks are completed on all employees, anyone that provides an extended service involving students in our school district, and parent chaperones/volunteers when students will be left under the supervision of a chaperone (i.e., field trips).

C. Backpacks

I. Students are allowed to carry a backpack throughout the day. Additional sports backpacks and coats/jackets that are not being worn must be placed in student lockers.

C. Bicycles, Skateboards, and Scooters

I. Students may ride bicycles, skateboards, or scooters to school. Bike racks are provided on school grounds. Skateboards and scooters should be stored inside the building. The school is not responsible for bicycles, skateboards, or scooters ridden to school and parked on school property.

II. For safety, the following rules must be complied with.
   A. All bicycles must be parked in the bike racks. It is recommended that bicycles be locked and that all safety rules are obeyed.
   B. Students may not ride their bicycles, skateboards, or scooters during the school day.
   C. Students should take extra precaution on busy sidewalks by walking their bike.
   D. Students should cross roads only at designated intersections.

D. Food in Classrooms

I. State law prohibits homemade food from being brought to school to serve as treats for parties, birthdays, etc.

II. SPMS recognizes that students may get hungry throughout the school day and encourages students who may get hungry to bring small, nutritious snacks for personal/individual consumption. Snacks cannot be brought into classrooms, but can be eaten during passing time.

III. Water bottles with secure lids are allowed and encouraged in the classroom

IV. Lunch and breakfast items are to remain in the cafeteria. Individually packaged items and fresh fruit such as an apple are exceptions and may be taken from the cafeteria and eaten as a snack during a student's passing time.

E. Complaints

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

F. Dances

I. Only Saint Peter Middle School groups may sponsor dances, which are approved and cleared by the Student Council.

II. All dances must have the following adults present:
   A. Principal or advisor
   B. Eight adult chaperones
   C. One police officer
   D. Advisors whose organizations sponsor a dance are expected to attend.

III. When allowed, students wishing to bring a non-SPMS student to a school dance must obtain a pass from the Principal's office to the dance.

IV. Any student who leaves the dance will not be readmitted.

V. Guests, when allowed, are subject to the same rules as students of Saint Peter Middle School.

G. Distribution of Non School-Sponsored Materials on School Premises

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

H. Elopement Plan

I. Students who have demonstrated a pattern of elopement from the school setting will have a specific elopement plan developed in collaboration with parents, case manager, teacher, principal, social worker, nurse and others as identified.

I. Emergency Drills

I. Regulations require that emergency drills be conducted during the school year. By law, we are required to run five (5) fire drills, five (5) lockdown drills, and one (1) severe weather drill. When the alarm sounds, each class will follow the directions outlined by the teacher. By practicing emergency procedures, we will be better prepared to respond if/when an emergency occurs.

J. Fees and Fines

I. No student shall be required to pay a fee for a required program, project, or activity that occurs during the regular school year.

II. Fees may be charged in the following areas:
   A. In any program where the resultant product, in excess of minimum requirements and at the student's option, becomes the personal property of the student.
   B. Admission fees or charges for extracurricular activities where attendance is optional.

C. A parking permit fee for any vehicle using the school's parking lot.
D. A security deposit to assure the return of materials, supplies or equipment.
E. Personal physical education and athletic equipment and apparel.
F. Items or products that are purchased for personal use, such as, student publications, class rings, annuals and graduation announcements.
G. Fees specifically permitted in any other statute.
H. Field trips considered supplementary to a district's educational program and not required or graded.
I. Any authorized voluntary student health and accident benefit plan.
J. For use of musical instruments that the district owns or rents.
K. Students may be required to furnish personal or consumable items including pencils, papers, pens, erasers and notebooks.

III. Fees may not be charged in the following areas:
A. Textbooks, workbooks, art materials, laboratory supplies and towels.
B. Supplies necessary for participation in any instructional course except as specifically authorized.
C. Field trips that are required as a part of a basic educational program or course.
D. Graduation caps, gowns or any other specific form of dress necessary for the educational program.
E. Instructional costs for necessary school personnel employed in any course or educational program required for graduation.
F. Library books required to be utilized for any educational course or program. (A fee may be charged for lost books).
G. Admission fees, dues or fees for any activity the student is required to attend.
H. Any admission or examination cost of any required educational course or program.
I. Locker rentals. (A deposit for a padlock or key is permissible).

K. Field Trips

I. Occasionally certain classes offer opportunities for students to visit sites outside the school that are related to the course. These opportunities are a privilege and may be denied for just cause. It is required that students return the signed "parent permission slip" to their teacher before they leave on the field trip. Only school-authorized transportation will be used and at least one faculty member will chaperone each vehicle used for the field trip. Parents are allowed to only take their own child from a school function.

L. Gifts to School District Employees

I. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia. Employees may accept items of insignificant value of a promotional or public relations nature. The superintendent has discretion to determine what value is “insignificant.”

M. Lost and Found

I. Lost and found articles are located in the Middle School Office. Students are encouraged to check this area for items that may have been lost. Unclaimed items will be donated at various times throughout the school year. Notice of intent of the school’s intent to donate

unclaimed items will be communicated in advance via the school's weekly electronic newsletter.

N. Mandated Reporting

I. All staff members employed at Saint Peter Public Schools are mandated reporters. Minnesota law requires that in all cases in which there is reason to believe a child is being neglected, or physically or sexually abused, a mandated reporter must immediately report these concerns to the Department of Human Services in the county in which the child resides.

O. Messages and Calls from Home

I. Except in cases of emergency, the office does not call students out of classes when parents leave messages for their students. The office will attempt to call students from class at the end of a class period if possible, lunch, or at the end of the school day.

P. Parent Right to Know

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

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

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

3.the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;

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

II. In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Q. Pledge of Allegiance

I. The School Board recognizes the need to provide instruction in the proper etiquette, display, and respect of the United States flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end. Students in this School District shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted by each individual classroom teacher or the teacher's surrogate; or over a school intercom system by a person designated by the school principal or other person having administrative control over the school. Any student or teacher may decline to participate in recitation of the Pledge of Allegiance to the flag. Others must respect the choice not to recite the Pledge. Students will be instructed in the proper etiquette toward,

correct display of, and respect for the flag. Students will also be instructed in patriotic exercises.

R. School Closing/Flexible Learning Day Procedures

I. School closing: In the event of bad weather, school closings and late start announcements will be made over local television and radio stations beginning at approximately 6:30 am. The same local media will be used if school must be dismissed early. Each rural student is asked to make prior arrangements to stay in town in case future weather conditions do not permit the buses to follow their routes. Parents/guardians may choose not to send their child to school if, in their estimation, the weather is too severe and school has not been closed.

II. Flexible Learning Day: Saint Peter Schools utilizes Flexible Learning Days. The term "Flexible Learning Day" refers to a day when school is canceled due to inclement weather and students participate in curriculum-aligned learning opportunities at home.

A. Teachers and students at the middle school level use Google Classroom.
B. Students will be trained on how to access their teacher's Google Classroom and will be expected to check in for Flexible Learning Day assignments.
C. Teachers will have assignments posted on Google Classroom by 10:00 am and will be available for questions and discussion via that space or email throughout the day.
D. The district has several internet "hotspots" for students to check out from the media center. Flexibility on assignment deadlines will be granted for students with limited or no access.

S. Searches (Locker, Personal)

I. Equipment such as lockers belongs to the school district, but students may be allowed to use the equipment as a convenience. The school insists that lockers be properly cared for and used for the storage of appropriate school materials. Students are encouraged to use school issued padlocks on their lockers to help protect their belongings. School issued locks will be provided to each student with a $5 deposit. Deposits will be refunded on the return of the padlock at the end of the school year.

II. Student's Rights

A. A search of a student's person should be limited to a situation where the administration has reasonable belief that the student is concealing evidence of an illegal act or school rule violation.
B. Dangerous items (such as firearms, weapons, etc.) and other items, which may be used to substantially disrupt the educational process, will be removed from the student's possession.
C. A general inspection of school properties including, but not limited to, lockers or desks may be conducted on a regular basis. Illegal items and items belonging to the school or another person will be seized.
D. All items seized may be returned to the proper authorities or the true owner.
E. Students may be given the opportunity to be present when a search of personal possessions is conducted if there is no reason to believe that their presence would be a threat to the safety of themselves or others.
F. When a custodial interrogation takes place in school (in relation to a locker search) by a law enforcement official or police officer, students should be advised of their rights by the proper authority, including the right to counsel and the right to remain silent.

G. Lockers may be searched by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant. This is 1995 Minnesota Legislation (HF107, Article 3, Sec. 10-12).

H. It is a policy of the state of Minnesota (Subdivision 1) that school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. These searches may be carried out by a specially trained dog. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to the students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

I. School principals will conduct periodic inspections of the school locker areas and/or parking lots on district premises. These inspections may be announced or unannounced and may be carried out using specially trained dogs to sniff out and alert staff to the presence of substances prohibited by law or district police.

T. Student Appearance

I. The policy of the school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

II. Appropriate clothing includes, but is not limited to, the following:
   A. Clothing appropriate for the weather.
   B. Clothing that does not create a health or safety hazard.
   C. Clothing appropriate for the activity (i.e., physical education or the classroom).

III. Inappropriate clothing includes, but is not limited to, the following:
   A. Clothing that is not in keeping with community standards.
   B. Clothing bearing a message that is lewd, vulgar, or obscene.
   C. Apparel promoting products or activities that are illegal for use by minors.
   D. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in the district's harassment and violence policy.
   E. Any apparel or footwear that would damage school property.

IV. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.

V. When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.

U. Student Records

I. Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purpose of student records, an “eligible” student is one who is 18 or older or who is enrolled in an institution of post-secondary education. For more information on the rights of parents/guardians and eligible students regarding student records, see “Students Records” (Appendix).

V. Student Surveys

I. Occasionally, the school district utilizes surveys to obtain students' opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection, and use of information for marketing purposes, and certain physical examinations, see “Student Surveys” in Appendix.

W. Visitors

I. Visitors are now required to sign in at the front office via Door 1 during instructional hours (8:05 a.m. – 3:10 p.m.), present a valid state-issued ID, and wear a provided name badge before entering the main building.

II. Students who are interested in enrolling at Saint Peter Middle School are welcome to visit during the school day. Only in cases of emergencies will other student visitors be allowed to visit during the school day.

Y. Withdrawal Procedure

I. Students who plan on withdrawing from Saint Peter Middle School should obtain from the Counselor's office the proper withdrawal form and have each of the teachers sign it. Once all teachers have signed the withdrawal form and all school devices/materials are collected, the withdrawal form should be brought to the counselor's office.

SECTION 5: TECHNOLOGY

A. Internet Acceptable Use

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

II. A copy of the school district’s “Internet Acceptable Use” policy can be found on the district website at stpeterschools.org or via this link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/3147/SPPS/2432034/524.pdf

B. Personal Electronic Device Expectations

I. Cell phones and other personal electronic devices may be used at the following times, providing they are not used for the invasion of personal space and/or property of another person:

A. Before and after school
B. During passing times between scheduled classes,
C. During a student's own lunch time, and
D. When actively advocated for by teaching staff.

II. Cell Phones and other personal electronic devices may not be used at the following times:
A. During designated class periods, unless under specific direction of the classroom teacher,
B. During assigned Saints Time,
C. During excused restroom breaks and/or visits to lockers that fall during scheduled class times, and
D. During all testing times, including state-mandated examinations

III. Students are strongly encouraged to protect their electronic devices against the risk of theft or loss. School personnel will make limited effort to investigate these losses or thefts. The school district assumes no responsibility for lost, stolen, or confiscated devices.

D. District Issued Chromebook Expectations

I. All students will be issued a Chromebook.
II. It is each student's responsibility to bring their Chromebook charged and ready for use each day.
III. To avoid distraction, Chromebooks are to be used for academic purposes only (i.e., students are not allowed to play games, watch videos, or engage in other media unless assigned by a teacher).
A. Chromebook/device screens are monitored by classroom teachers through Securly Classroom while the student's Chromebook is in use.
IV. To ensure safety, Chromebooks must be shut while passing between classes.

C. Failure to Meet Personal or District Issued Electronic Device Expectations

I. First Violation:
A. The student's device will be turned into the office.
B. The student will be allowed to pick up their device at the end of the school day.
II. Second Violation:
A. The student's device will be turned into the office.
B. A parent/guardian must pick up the device.
III. Third Violation:
A. Conference with parent/guardian and administration.
B. Behavioral plan.

SECTION 6: HEALTH AND MEDICATION

A. Asbestos Management Plan

I. The school district has developed an asbestos management plan. A copy of this plan can be obtained by contacting the district office.

B. Communicable Diseases

I. To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent or guardian suspects that his/her child has a communicable or contagious disease, the parent or

guardian should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

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

C. Emergency Care Policy

I. In the event of an emergency or serious illness, it is the policy of the School District to provide appropriate medical response and to contact the parent/guardian in a timely manner.

II. In a life-threatening emergency, the school will contact emergency response personnel immediately. The parent/guardian or designated emergency person will be contacted at the same time.

III. If the situation is not life threatening, but the student requires urgent care and the school cannot contact a parent/guardian or designee, school personnel will transport the student to the Saint Peter Community Hospital for care. The School District will not provide transportation outside of Saint Peter for care. When parents/guardians arrive at the hospital, they will be able to change health care providers if they so desire. It is the responsibility of the parent/guardian to pay any incurred medical expenses.

D. Immunizations

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

E. Injuries or Illnesses/Accident Reporting Procedure/Insurance

I. Injuries and Illnesses

A. Students should notify the nearest teacher in case of injury, illness or emergency.

B. Students who become ill should go to the principal's office or the nurse's office. Students who become ill while at school should NOT go to the restroom and sit for the class period. Students who do this will be marked as unexcused.

C. When they are due in a class, students should report to class and obtain a pass before going to the nurse's office. This applies to all visits to the school nurse *except emergencies*.

D. Students may not leave the school building for illness without first reporting to the principal's office and obtaining a leave school permit. The nurse or principal's office will telephone the parents/guardians to obtain their permission for the student to leave the building.

II. Accident Reporting Procedure

A. Students who suffer injuries from any particular accident should report to their teacher or immediate supervisor. If the supervisor is not available, the student should report to the principal's office, at which time the proper action will be taken.

F. Medications

I. The School District acknowledges that some students may require prescribed and/or non-prescribed medication during the day. Medication will be administered by the school nurse or her/his designee, such as a trained health assistant, a principal, or a teacher.

A. Prescription and non-prescription medication requires a completed, signed authorization from the student's parent or guardian. The School District may rely on an oral request from the parent or guardian to administer medication for up to two school days, until a written authorization is received.

B. Prescription and non-prescription medication must come to school in the original prescription container. A medication permission form must be completed annually and/or when a change in the prescription occurs.

C. Prescribed medication that is to be taken in school requires a written order from the physician. Medications are generally not to be carried by the student. If an exception is to be made, there must be a written agreement between the School District and the parent. Medications will be left with the appropriate School District representative, except as noted in a written agreement between the School District and the parent. Students are allowed by Minnesota statute to carry inhalers for asthma and epi-pens for allergic reactions.

D. Parents or guardians must notify the school if any change in the student's medication or if the medication is no longer required. For medication dosage changes, the School District must receive written notification from the physician.

E. For drugs or medicine used by children with a disability, administration of medicine may be provided as specified in the individual education plan (IEP).

F. The school nurse, or other designated person, shall be responsible for filling out the medication administration forms in the student's health record section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.

G. Pesticides

I. The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15 as to the school district's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, an estimated schedule of pesticide applications (which will be available for review or copying at the district office), and the long-term health effects of the class of pesticide on children can be requested by contacting the district building and grounds supervisor.

H. Physical Examinations

I. For the benefit of the individual student and the protection of other students and school personnel, it is the policy of the Saint Peter Public Schools to recommend periodic physical examinations of all students by a licensed physician. The selection of a licensed

physician shall be made by the parents or guardians and the examination shall be at their expense.

II. A physical examination is recommended for all students prior to entry into kindergarten.

III. A physical examination is recommended for all students prior to entry into seventh grade.

IV. Physical examinations are required prior to participating in interscholastic activities.
   A. The first exam must occur prior to participating in activities in grades 7 – 9.
   B. The second exam must occur prior to participating in activities in grades 10 – 12.

V. A student whose parents or guardians object to physical examinations on religious or constitutional grounds shall be exempted from such requirements if a statement signed by the student's parents or guardians requests the exemption and states the ground for the request. Exempting a student from the physical examination does not exempt the student from participating in the program of physical education. If such exemption is utilized, the student or parent (depending upon the student's age) shall furnish a written statement to the School District verifying that either the student has no disabilities and can fully participate or, setting forth the disabilities and limitations of the student. These exemptions do not apply to activities governed by the Minnesota State High School League (MSHSL).

SECTION 7: CO-CURRICULAR

A. Co-Curricular Philosophy/Guidelines:

I. It is the philosophy of Saint Peter Middle School that all students be given the opportunity to participate in co–curricular activities. The purpose of middle level activities is to provide opportunities for students to expand their physical and social growth outside the classroom.

II. Cuts are not made from athletic teams in seventh and eighth grade. All squad members will receive comparable coaching attention and significant opportunities to participate in practices and games. However, participants will not necessarily play the same amount of time. Every attempt will be made to include all interested students in non-athletic activities.

III. In order to participate in after-school activities, students must attend their afternoon classes (5th - 8th periods) unless excused by a Dr. note. This pertains to both practices and events.

IV. Extracurricular activities or practices will finish by 6:00 pm on Wednesdays during the school year.

V. Students who participate in Minnesota State High School League activities will be governed by the rules, regulations, guidelines, and penalties developed by the Minnesota State High School League.

VI. There is a $70 fee for each athletic activity. For a complete list of all other co-curricular fees, please contact the Activities Office.
   A. There is a maximum $300 fee per season per family (except hockey).
   B. Refunds of fees for activities will be made until halfway through the season for those students who cease to participate in the activity.
   C. There will be no refund of the activity fee in the event a student becomes ineligible to participate as a result of violation of Minnesota State High School League or Saint Peter High School rules and regulations.
   D. Students from families who determine that a fee is prohibitive may make an application to the appropriate building level principal for consideration to waive the fee or reduce it to an amount that the family can provide.
   E. A maximum of $300 per family per season has been established to provide for participation by a number of students from a family (except hockey).

B. Co-Curricular Offerings:

Drama	5 - 8	Speech	7& 8
Student Council	5 - 8	Math Masters	5 & 6
Yearbook	5 - 8		
Boys' Football	7 & 8	Girls' Basketball	7 & 8
Boys' Basketball	7 & 8	Girls' Softball	7 & 8
Boys' Wrestling	7 & 8	Girls' Gymnastics	7 & 8
Boys' Cross Country	7 & 8	Girls' Track	7 & 8
Boys' Baseball	7 & 8	Girls' Golf	7 & 8
Boys' Track	7 & 8	Girls' Volleyball	7 & 8
Boys' Golf	7 & 8	Girls' Tennis	7 & 8
Boys' Tennis	7 & 8	Girls' Swimming	7 & 8
Boys' Soccer	7 & 8	Girls' Hockey	7 & 8
		Girls' Soccer	7 & 8

C. Academic Policy for Co-Curricular Participants

I. All students must be passing all classes in order to participate in Co-Curriculars. Any middle school student who earns an “F” grade for a marking period will become ineligible for one week or one event, whichever is longer.

II. An ineligible student, who can prove he/she is passing after the one-week ineligibility period, will become eligible and put on academic probation until the next marking period. If a student slips back to an “F” grade during the probationary period, he/she will become ineligible until the next marking period. Prior to serving a period of ineligibility, an Academic Review Meeting will be held with the student, activities director and dean of students.

D. Change of Level of Play of Athlete

I. Certain guidelines should be adhered to when considering the change of level of play of an athlete.
   A. The coaching staff of that sport shall discuss if the individual athlete is ready for the move to a higher level of competition and whether or not there is a need within the program for such a move.
   B. The head coach of that sport shall discuss with the activities director the reasons for wanting to implement such a move and pick up the necessary forms that need to be signed.
   C. The head coach shall contact the parent, explain what the move is that they would like to do, and ask if the parent approves the move. If they do not approve, proceed no further.
   D. The head coach shall bring the signed paperwork to the activities director for final approval and his signature.

II. **Advantages of changing levels**
   A. The athlete is challenged to play with and against better competition.
   B. He/she may play for a longer season.
   C. The frustrations an athlete may have due to the disparity in skill level may be minimized.
   D. Athletes will be given an opportunity to advance their skill level in a team sport, just as they can in an individual sport.

III. **Disadvantages of changing levels**
   A. Parents and athletes of the team in which the athlete is moving to may feel they are being displaced.
   B. Athletes/parents from the team the athlete is leaving and team the athlete is going to, could disagree with the move causing socialization issues in school and the community for the athlete.

C. Athletes may feel they are not connected to any team.
D. The team the athlete leaves may lose a role model and an extra teacher to help them develop better skills.
E. Expectations from coaches, parents, teammates and fans may be greater.
F. Increased time commitment, more frequent and later home arrivals after games, split shifts in practice, transportation issues, may negatively impact the athlete's school work and the parental responsibilities.
G. The injury risk factor increases due to increased participation.

E. Minnesota State High School League Rules

Saint Peter Middle School Eligibility Information for participants in Minnesota State High School League Activities

I. Rights and Responsibilities for Students Who Participate in Minnesota State High School League-Sponsored Activities:

A. Students who participate in Minnesota State High School League activities must abide by the guidelines as published in the Minnesota State High School League eligibility information bulletin in the area of athletics, speech, and music. Students will not be permitted to begin participation until the eligibility bulletin is signed by the parents/guardians and the student.

B. Students must attend an information session prior to the beginning of the season that addresses rules and the regulations of participation, including the consequences for the use or possession of mood altering chemicals. Although not mandatory, parents/guardians are expected to attend these meetings with their students.

C. The parent/guardian, by signing the bulletin, agrees to work with the school in monitoring the behavior of their student as it relates to violations of Minnesota State High School League Rules and Regulations.

II. Rules for Participation

Students who participate in Minnesota State High School League activities shall not, at any time, regardless of the quantity:

A. use, consume, possess, buy, sell, or give away a beverage containing alcohol;

B. use, consume, possess, buy, sell, or give away tobacco;

C. use, consume, possess, buy, sell, or give away any other controlled substance (it is not a violation for a student to possess a controlled substance specifically prescribed for the student's own use by her/his doctor); or

D. use, consume, possess, buy, sell, or give away drug paraphernalia

III. Category I Activities

A. Category I activities at Saint Peter Middle School include athletic and speech activities.

B. Violations

1. First Violation

   Penalty: after confirmation of the first violation, the student shall lose eligibility for the next two consecutive interscholastic contests or two (2) weeks of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.

2. Second Violation

   Penalty: after confirmation of the second violation, the student shall lose eligibility for the next six (6) consecutive interscholastic contests or four (4) weeks, whichever is greater,

in which the student is a participant. No exception is permitted for a student who becomes a participant in a treatment program.

3. Third and Subsequent Violations

Penalty: after confirmation of the third or subsequent violations, the student shall lose eligibility for the next twelve (12) consecutive interscholastic contests or six (6) weeks, whichever is greater, in which the student is a participant.

If after the third or subsequent violations, the student on her/his own volition becomes a participant in a chemical dependency program or treatment program, the student may be certified for reinstatement in MSHSL activities after a minimum period of six (6) weeks. Only the director or a counselor of a chemical dependency treatment center may issue such certification.

Successful completion of a chemical dependency treatment program will satisfy only the most recent violation. Any other violations for which the penalty has not been satisfied must still be served in full.

D. Penalties are Cumulative

Penalties shall be cumulative beginning with and throughout the student's participation on any 7-12 grade team or activity.

E. Captain Selection

A student shall be disqualified to be a captain of a team if the student serves a penalty during the season of participation in which he/she is serving as captain.

F. If a student denies violation of a bylaw, is allowed to participate and is subsequently found guilty of the violation, the student will be disqualified from all interscholastic activities for nine additional weeks beyond the student's original period of ineligibility.

IV. Category II Activities

A. Category II activities at Saint Peter Middle School include band, choir and drama.

B. Violations

After confirmation of the violation, the student is ineligible to perform at the next regularly scheduled, class-related performance or event (excluding pep band). Penalties shall be cumulative beginning with and throughout the student's participation in a high school activity. Serving a Category II suspension does not fulfill a Category I suspension. Serving a Category I suspension does not fulfill a Category II suspension.

V. Guidelines for Compliance with Minnesota State High School League Rules and Regulations

A. Any and all reported violations of Minnesota State High School League rules and regulations must be reported to the athletic director or building principal. Coaches, directors, or advisors cannot declare a participant ineligible. Coaches, directors, or advisors are directed to inform people who report violations to them to take their allegations to the athletic director.

B. Participation in co-curricular activities cannot be denied to an eligible student by a coach, director, or advisor.

C. A coach, director, or advisor who directly witnesses a violation or who has a confession of a violation given to him/her is directed to report such an incident to the athletic director or building level principal.

D. Coaches, directors, and advisors are expected to know the school policies regarding the evaluation and suspicion of chemical abuse problems.

E. Coaches, directors, and advisors are expected to act according to their professional judgment at all times.

VI. SAINT PETER MIDDLE SCHOOL CO-CURRICULAR CODE OF CONDUCT

Students from Saint Middle School who participate in co-curricular activities sponsored by Saint Peter Middle School are expected to follow the standards of behavior listed below. Although the standards listed below do not carry a predetermined ineligibility penalty, the Board of Education, staff and administration of District 508 believe that students who represent Saint Peter Middle School have an obligation to meet the standards listed below:

A. Students are not to involve themselves in behavior that could lead to a criminal charge or court action. Students who are convicted of such a charge during a season of play will have their participation reviewed under the policy stated above; and
B. Students are not to involve themselves in activities that result in vandalism to Saint Peter Middle School or any other school that Saint Peter competes against. Students who are involved in vandalism of Saint Peter Middle School or any other school in which Saint Peter competes against will have their participation reviewed under the policy stated above.
C. Students are not to involve themselves with any behavior or action that reflects negatively upon themselves, their team or group, or their school.
D. A student who is under penalty of exclusion, expulsion or suspension or whose character or conduct violates the Code of Conduct is not in good standing and is ineligible for a period of time as determined by the principal.

<u>Code of Conduct Review</u>

In addition to the rules and regulations as stated in the Minnesota State High School League eligibility information bulletin, the following procedure for individual student participation shall apply:
A. In the event a serious problem arises in the areas of academic achievement, behavior, attendance or citizenship, a staff member may make a request to the principal that the student's participation in that co-curricular activity be reviewed.
B. Upon receipt of this request from a staff member, the principal will call together a guidance counselor, the staff member who made the request, and the director and/or coach of the co-curricular activity in which the student is involved. The student may be present, with a support person whom she/he chooses.
C. Following a review of the case, this group will make a recommendation to the high school principal in regard to the continued participation of the student in the co-curricular activity in which she/he is involved.

VII. Transfer Students

Students who transfer to Saint Peter Middle School from another school and who wish to participate in Minnesota State High School League-sponsored activities must meet specific eligibility requirements. Transfer students who have questions about this policy are encouraged to contact the high school activities director.

SECTION 8: ASSESSMENT

Saint Peter Middle School students will participate in various district and state wide assessments throughout the school year. Assessment data helps Saint Peter school district measure student progress toward Minnesota's academic standards in reading, math, and science. Other assessments provide educators with a comprehensive assessment system offering universal screening and early identification of academic and social-emotional needs.

A. District and State Assessments

I. FastBridge assessment→ students are tested in areas of reading, math and social-emotional three times a year (fall, winter, and spring)

II. Minnesota Comprehensive Assessment (MCA) → students are tested in areas of reading, math, and science (eigth grade only) one time per year.

B. READ Act Requirements

I. If a student in grades 4-12 is identified as needing further support after an initial screening (like the aReading assessment), Capti Read Basix is administered as a Minnesota Department of Education (MDE) approved dyslexia screener. This second screening helps identify specific reading needs and guides appropriate interventions for students not consistently demonstrating grade-level reading skills. The use of Capti Read Basix aligns with efforts to ensure assessment tools and instructional decisions are rooted in the Science of Reading and state guidance like the Minnesota READ Act Literacy Plan.

Appendix: Policy

The following outlines district policy required by district policy or state statute to be included in student handbooks. All of the district's policies can be found at https://www.stpeterschools.org/page/school-board

Contents:

- **Bullying Prohibition: Policy 514**
- **Distribution of Nonschool-Sponsored Materials: Policy 505**
- **Employment Background Checks: Policy 404**
- **Harassment and Violence: Policy 413**
- **Hazing Prohibition: Policy 526**
- **Student Attendance: Policy 503**
- **Student Discipline: Policy 506**
- **Student Records: Policy 515**
- **Student Surveys: Policy 520**
- **Tobacco-Free Environment: Policy 419**
- **Unpaid Meal charges: Policy 534**
- **Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information**

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. 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.

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

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

B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

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

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

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

1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

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

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

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

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

IV. GUIDELINES

A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.

B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous or slanderous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or

representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises or promotes any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

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

1. whether the material is educationally related;

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

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

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

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

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

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

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

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

B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

C. No one shall coerce a student or staff member to accept any publication.

D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.

2. Date(s) and time(s) of day intended for distribution.

3. Location where material will be distributed.

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

B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

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

B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.

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

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

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

IX. IMPLEMENTATION

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

404 EMPLOYMENT BACKGROUND CHECKS

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.

B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.

C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minn. Stat. § 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide payment for conducting the criminal history background check. The cost of the criminal

history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual to provide a criminal background check at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

C. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.

D. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.

E. The individual will be informed of the results of the criminal background check(s) to the extent required by law.

F. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.

G. The school district may apply these procedures to other volunteers, independent contractors, or student employees.

H. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is included with this policy.

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. <u>Protected Classifications; Definitions</u>

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

1. 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.[1]

H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be

disclosed except as permitted by law.

L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

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, 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.

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.

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

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

D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.

E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.

F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

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

G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.

H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

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

C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.

E. "Student" means a student enrolled in a public school or a charter school.

F. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to

come within the terms of this definition.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.

F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing

prohibited by this policy.

C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

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

VII. DISSEMINATION OF POLICY

A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.

B. The school district will develop a method of discussing this policy with students and employees.

503 STUDENT ATTENDANCE

I. PURPOSE

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

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

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

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

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school

in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

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

4. Administrator's Responsibility

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

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

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval.

1. Excused Absences

   a. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.

   b. Although excusing absenteeism and tardiness is at the discretion of the principal, the following reasons are valid and should be used by parents and students as guidelines:

      (1) Illness.

      (2) Serious illness in the student's immediate family.

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

      (4) Medical, dental, or orthodontic treatment, or a counseling appointment.

      (5) Court appearances occasioned by family or personal action.

      (6) Religious instruction not to exceed three hours in any week.

      (7) Observance of religious events

      (8) Physical emergency conditions such as fire, flood, storm, etc.

      (9) Official school field trip or other school-sponsored outing.

      (10) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.

      (11) Family emergencies.

      (12) Active duty in any military branch of the United States.

      (13) A student's condition that requires ongoing treatment for a mental health diagnosis.

      (14) The building principal can/may make exceptions for unusual situations.

      (15) Family vacations with prior Principal approval; Personal trips to schools or colleges.

   c. Consequences of Excused Absences

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

(2) Work missed because of absence must be made up as indicated in each School's handbook. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

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

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

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

(3) Work at home.

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

(5) Vacations with family.

(6) Personal trips to schools or colleges.

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

b. Consequences of Unexcused Absences

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

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

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

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

(a) In cases of unexcused absences, the student may be allowed to make up work missed due to such absence.

(b) After the _____ cumulated unexcused absence in a [quarter or semester], a student's parent or guardian will be notified by certified mail that his or her child is nearing a total of _____ unexcused absences and that, after the _____ unexcused absence, the student's grade shall be reduced by one increment for each unexcused absence thereafter.

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

(d) After _____ cumulative unexcused absences in a [quarter or semester] the teacher will reduce the student's letter grade by one increment for each unexcused absence thereafter (i.e. A to A-). However, prior to reducing the student's grade, an administrative conference must be held among the principal, student, and parent.

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

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

C. Tardiness

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

2. Procedures for Reporting Tardiness

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

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

3. Excused Tardiness

Valid excuses for tardiness are:

a. Illness.

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

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

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

e. Court appearances occasioned by family or personal action.

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

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

4. Unexcused Tardiness

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

b. Parents/guardians of students with excessive tardiness will be notified and an individual behavior plan will be developed with the student support team. Failure to meet these plans may result in disciplinary action

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

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

2. In order to participate in co-curricular activities, students must be in attendance at school during the afternoon on the day of the event/practice unless excused by a doctor's note. Individuals with unexcused absences on the day of the event/practice may not participate.

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

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

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

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

III. DISSEMINATION OF POLICY

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

IV. REQUIRED REPORTING

A. Continuing Truant

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

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

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

B. Reporting Responsibility

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

1. That the child is truant;

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

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

4. That this notification serves as the notification required by Minn. Stat. § 120A.34;

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

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

7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;

8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and

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

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.

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

506 STUDENT DISCIPLINE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

In view of the foregoing and in accordance with Minn. Stat. § 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 ~~the right~~ 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.

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 monitary 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 From 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 From 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 From 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. § 121A.29.
    a. Establishment of a chemical abuse pre assessment team pursuant to Minn. Stat. § 121A.26;
    b. Establishment of teacher reporting procedures to the chemical abuse pre assessment team pursuant to Minn. Stat. § 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 (6th) consecutive day of suspension or the tenth (10th) 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. § 123A.05 selected to allow the student to progress toward meeting graduation standards under Minn. Stat. § 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. Ch. 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. §§ 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. §§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. §§ 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. § 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. § 120B.232, Subd. 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. Ch. 13.

XIII. DISABLED STUDENTS

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. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 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.

515 STUDENT RECORDS

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal

holidays.

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent;

4. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the school board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer or data practices compliance official); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare and the ability to respond to a request for educational data;

5. That the school district forwards education records on request to a school or post-secondary education institution in which a student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to 20 U.S.C. § 7917, part of the federal Every Student Succeeds Act and data regarding a student's history of violent behavior**,** and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;

6. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder. The name and address of the office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, S.W.
Washington, D.C. 20202-8520

Directory Information

Pursuant to applicable law, Saint Peter Public Schools gives notice to parents/guardians of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information." "Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

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

does not include:

a. a student's social security number;

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

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

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

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

Under Minnesota law, a school district may not designate a student's home address, telephone number, email address, or other personal contact information as "directory information."

f. The directory information listed above shall be public information which the school district may disclose from the education records of a student or information regarding a parent.

g. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.

h. In order to make any or all of the directory information listed above "private" (i.e., subject to consent prior to disclosure), the parent or eligible student must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:

Name of student and parent, as appropriate;

Home address;

School presently attended by student;

Parent's legal relationship to student, if applicable;

Specific category or categories of directory information which is not to be made public without the parent's or eligible student's prior written consent.

Information to Military Recruiters

Pursuant to applicable law, Saint Peter Public Schools gives notice to parents/guardians of secondary students and eligible secondary students of their rights regarding release of information to military recruiting officers. The school district must release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiters only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers

within sixty (60) days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

Should the parent of a student or the eligible student so desire, any or all of the listed information will not be disclosed to military recruiting officers without prior consent.

To refuse release of this information without prior consent, the parent or eligible student must make a written request to the responsible authority. This written request must include the following information:

Name of student and parent, as appropriate;

Home address;

Student's grade level;

School presently attended by student;

Parent's legal relationship to student, if applicable;

Specific category or categories of information which are not to be released to military recruiters without prior consent;

Specific category or categories of directory information which are not to be released to the public, including military recruiters.

[NOTE: Refusal to release the above information to military recruiting officers alone does not affect the school district's release of directory information to the public, including military recruiting officers. In order to make any directory information about a student private, the procedures contained in the Directory Information section above also must be followed. If you do not want your child's or eligible student's directory information (including a school district-provided email address) released to military recruiting officers, you also must notify the school district that you do not want this directory information released to any member of the public, including military recruiting officers.]

520 STUDENT SURVEYS

I. PURPOSE

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. § 1232h.

III. STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.

B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in

nature based on age, race, color, sex, disability, religion, or national origin.

C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act) and 34 C.F.R. Part 99.

E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;

2. mental and psychological problems of the student or the student's family;

3. sex behavior or attitudes;

4. illegal, antisocial, self-incriminating, or demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

7. religious practices, affiliations, or beliefs of the student or the student's parent; or

8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:

a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for

reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains

one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.

c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.
"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400, *et seq.*).

e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

(1) "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

(2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

(a) college or other post-secondary education recruitment or military;

(b) book clubs, magazines, and programs providing access to low cost literary products;

(c) curriculum and instructional materials used by elementary and secondary schools;

(d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(e) the sale by students of products or services to raise funds for school-related or education-related activities; and

(f) student recognition programs.

(3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.

a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

b. The notice will provide parents with an opportunity to opt out of participation in the following activities:

(1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

(2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.

(3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

"Invasive physical examination" means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.

d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

V. NOTICE

A. The school district must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.

B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.

C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

III. DEFINITIONS

A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.

C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or

accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour;

cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

F. "Vaping" means using an activated electronic delivery device or heated tobacco product."

IV. EXCEPTIONS

A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony

B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off- campus events sponsored by the school district.

It shall not be a violation of this policy for an Indian adult or student to carry loose tobacco in a tobacco pouch intended for spiritual or cultural ceremonial support with the permission of the student's parent or guardian and the written or verbal notice to the site administrator.

V. VAPING PREVENTION INSTRUCTION

A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.

B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

VI. ENFORCEMENT

A. All individuals on school premises shall adhere to this policy.

B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.

C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district

policies.

E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.

F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.

G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

A. This policy shall appear in the student handbook.

B. The school district will develop a method of discussing this policy with students and employees.

534 UNPAID MEAL CHARGES

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for school meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

A. Families can pay for meals online via Infinite Campus at no charge or submit a check or cash at any school office or cafeteria.

B. All students, regardless of their lunch account balance, shall be offered a reimbursable school breakfast and lunch each school day.

C. Students with a negative meal account balance of -$20.00 or more are not allowed to charge for additional items, however students may purchase extra items with cash.

D. The school district may provide an alternate meal that meets federal and state requirements to a student who does not have sufficient funds in the student's account or cannot pay cash for a meal. The school district will accommodate special dietary needs with respect to alternate meals. The cost of the alternative meal will be charged to the student's account or otherwise charged to the student.

E. When a student has a negative account balance, the student will not be allowed to charge a snack item.

F. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

C. Negative balances of more than $200, not paid prior to the end of the school year will be turned over to the superintendent or superintendent's designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The school district may not deny any student the opportunity to participate in graduation ceremonies or other commencement activities due to unpaid meal charges.

IV. UNPAID MEAL CHARGES

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C. Negative balances of more than $200, not paid prior to the end of the school year, will be turned over to the superintendent or superintendent's designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

E. The school district may not deny any student the opportunity to participate in graduation ceremonies or other commencement activities due to unpaid meal charges.

V. COMMUNICATION OF POLICY

A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:

1. all households at or before the start of each school year;

2. students and families who transfer into the school district, at the time of enrollment; and

3. all school district personnel who are responsible for enforcing this policy.

B. The school district may post the policy on the school district's website, in addition to providing the required written notification described above.

Pesticide Application Notice

The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15 as to the school district's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, an estimated schedule of pesticide applications (which will be available for review or copying at the school office), and the long-term health effects of the class of pesticide on children can be requested by contacting Seth Putz.

Language Access for Families

We are committed to making sure every student and family has access to important school information. If your family speaks a language other than English, we are here to help you understand and participate fully in your child's education.

- **Interpreters Are Available:** You have the right to an interpreter for important conversations about your child's education, including meetings about:
    - Academic progress
    - Special education services
    - Student placement in programs
    - Behavior or discipline concerns
    - Graduation or course planning

- **Trained Staff:** Our district has trained Spanish and Somali-speaking liaisons to help with interpreting. If you speak another language, we will connect with a professional interpreter through our language-line service.

- **Written Translations:** Important documents—like report cards, special education notices, enrollment forms, and discipline policies—will be translated into your preferred language whenever possible. If something isn't translated, we'll provide an interpreter to explain it to you.

If you need an interpreter or translation, please tell your child's teacher, principal, or school office staff.

Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

(an editable form can be found at https://education.mn.gov/MDE/fam/tests/StudentParticipation/)

DEPARTMENT OF EDUCATION

Statewide Assessments:

Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the Minnesota Academic Standards or the WIDA English Language Development Standards. These standards define the knowledge and skills students should be learning in K–12 districts and charter schools. Minnesota prioritizes high-quality education and statewide assessments give educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA)
MCA and the alternate assessments (Minnesota Test of Academic Skills (MTAS)/Alternate MCA) are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and WIDA Alternate ACCESS for English Learners
The ACCESS and WIDA Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English, based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For Postsecondary Enrollment Options (PSEO) in grade 10.
- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.

English learners who take the ACCESS or WIDA Alternate ACCESS and meet certain requirements, have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions on how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form below. Contact your student's school to learn more about locally required assessments.

Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and WIDA Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any additional consequences for not participating.

Explore the Statewide Testing page for more information.

(education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing)

Additional Information

- On average, students spend less than 1% of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results.

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: _____ Current Grade in School: ____ Student ID Number (if known): _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal: _____

Please indicate the statewide assessment(s) you are opting your student out of this school year:

- ☐ MCA/MTAS Reading
- ☐ MCA/Alternate MCA Science
- ☐ MCA/MTAS Mathematics
- ☐ ACCESS/WIDA Alternate ACCESS

Contact your school or district for more information on how to opt out of local assessments.

(Note: This form is only applicable for the 20____ to 20 ____ school year.)

SAINT PETER HIGH SCHOOL
STUDENT - PARENT HANDBOOK
2025-2026

2121 Broadway Avenue, Saint Peter, MN 56082-1332
Phone: (507) 934-4212
www.stpeterschools.org

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SECTION 1: Academics
Academic Requirements
A. Graduation Requirements

The **Minnesota Graduation Standards** define what it is students should know and be able to do as a result of a Kindergarten through 12th grade education. The Graduation Standards provide the goal towards which both teachers and students are working. They become the focus on which assessment, curriculum and instruction are designed to ensure that all students receive a variety of educational opportunities which move them closer to the goals of being: purposeful thinkers, effective communicators, self-directed learners, productive group participants and responsible citizens.

Saint Peter High School requires students to earn a **total of 27 credits** for a diploma. All students must satisfactorily complete all credit and course requirements before they will be allowed to participate in the commencement ceremony for graduation. These requirements include:

For the Class of 2025 & 2026	For the Class of 2027	For the Class of 2028 and Beyond
4.5 credits of English ● Students are required to take one required English course per year and a .5 credit communication course during ninth grade. Students that transfer to St. Peter High School after ninth grade may have the .5 credit communication course waived. **3.5 credits of Social Studies** ● Must include .5 Geography, 1.0 World History, 1.0 US History, 1.0 US Government & Economics **4.0 credits of Math** ● Must include 1.0 Geometry and 1.0 Algebra II **4.0 credits of Science** ● Must include 1.0 Physics, 1.0 Chemistry and 1.0 Biology **1.0 credit of Fine Art** ● Fine Art credits may be earned by taking any course in the music or art department **.5 credit of Health** **1.5 credits of Physical Education** **8.0 credits** of additional coursework (Electives)	**4 credits of English** ● Students are required to take one required English course per year **3.5 credits of Social Studies** ● Must include .5 Geography, 1.0 World History, 1.0 US History, 1.0 US Government & Economics **4.0 credits of Math** ● Must include 1.0 Geometry and 1.0 Algebra II **4.0 credits of Science** ● Must include 1.0 Physics, 1.0 Chemistry and 1.0 Biology **1.0 credit of Fine Art** ● Fine Art credits may be earned by taking any course in the music or art department **.5 credit of Health** **1.0 credit of Physical Education** **9.0 credits** of additional coursework (Electives)	**4 credits of English** ● Students are required to take one required English course per year **3.5 credits of Social Studies** ● Must include .5 Geography, 1.0 World History, 1.0 US History, 1.0 US Government & Economics **4.0 credits of Math** ● Must include 1.0 Geometry and 1.0 Algebra II **4.0 credits of Science** ● Must include 1.0 Earth Science, 1.0 Chemistry or 1.0 Physics, and 1.0 Biology **1.0 credit of Fine Art** ● Fine Art credits may be earned by taking any course in the music or art department **.5 credit of Health** **1.0 credit of Physical Education** ****1.0 credit Personal Finance** **8.0 credits** of additional coursework (Electives)

2. The basis of a credit course in grades nine, ten, eleven, and twelve shall be the satisfactory completion

of a course on the secondary level covering a minimum of 120 clock hours. Credits are awarded in one-half credit increments.

3. Students in their sophomore year will take the Reading MCA III standardized test. Students in their junior year will take the math MCA III standardized test. Students will take the MCA III science test during the year in which they take biology.
4. Students in their junior year will have the opportunity to take the ACT or ASVAB on a designated day during the school year. Saint Peter Schools will cover the cost of testing for those students of economic need.

B. <u>Academic Recognition</u>

1. Graduating seniors with high scholastic achievements will be recognized as follows:
   A- Average - High Honors
   B+ Average - Honors
2. Students in grades 9 - 12 who achieve the status of high honor (A- average) or honors (B+ average) for a given semester will be recognized by the school.
3. Students who have maintained an A- average during their freshman and sophomore years will be awarded an academic achievement letter at the completion of their sophomore year. Gold bars will be awarded to students who repeat or continue to perform during their junior and/or senior years. A student in grade eleven or twelve may earn an academic achievement letter for the first time upon the successful completion of four semesters of A- work.
4. High honors distinction at graduation will identify those students who have a 4.0 GPA or greater. The honor distinction at graduation will identify those students who have an A- average or better. Students with grades averaging B+ and above will continue to be recognized as part of the high school honor roll.

C. <u>Marking and Reporting Procedure</u>

1. Saint Peter High School uses letter marks as a marking system as described:

A	D		NC	No Credit
B	F	Failure		
C	I	Incomplete		

Pluses and minuses may be used at the discretion of the teacher.

2. Marks are earned on a nine-week basis. Final marks are awarded at the end of each grading period.
3. Final examinations are recommended for all courses when practical.
4. Marks are awarded for academic achievement only. Marks are not to be used in a punitive manner nor are marks to be lowered because of misconduct. This does not mean that points cannot be awarded for performance.
5. Teachers must be able to explain to students and parents/guardians the reasons for a particular mark given.
6. The teacher should give a reasonable explanation for an abnormal mark distribution.
7. Teachers must explain how marks are determined and what is expected of a student who is to receive each of the marks. A handout to students is recommended.
8. Students and parents/guardians are to be notified of student progress periodically, as provided by School Board Policy.
9. Teachers are to allow students two days for daily make-up work or tests that were assigned while the student was absent, as provided by Administrative Rules and Regulations.
10. A student at any level of the senior high program may receive the full range of marks A-F and I or NC, provided that the level is identified and recorded.

11. A student who gives forth to the best of her/his capacity to learn as judged by the professional staff shall be promoted through the school program at the normal rate and shall be given passing marks.
12. Teachers record all marks in an electronic class record book that is organized, accurate and legible. This book becomes the official source for the school for student marks.
13. There is a semester honor roll for grades 9-12.

D. Incompletes

1. A mark of "Incomplete" may be given to a student who has not completed all the requirements of a course.
2. Incomplete grades-may be awarded at the end of the quarter, provided there are extenuating circumstances. All incomplete grades must be resolved within 14 calendar days. Grade changes are only allowed for Incomplete grades.
3. Students may resolve their incompletes at any time prior to the above-mentioned date by completing the work and then the teacher will assign a grade of "A", "B", "C", "D", or "F", whichever is appropriate for the quality of the work.
4. Teachers may require that students make up incomplete work at any time prior to the end of the two (2) week period provided that the student has had twice the length of time missed to make up work or tests which were assigned while the student was absent.
5. If any incomplete work in any course that is required for graduation remains outstanding after the date of the final examinations for twelfth graders, it shall prevent participation in graduation ceremonies and prevent receipt of a diploma until such work is completed.
6. Incomplete grades shall not be considered in determining a student's rank in class.
7. Parents/guardians shall be informed of their student's status regarding incomplete work.

E. Drop-Add Procedures

Students seeking to add a course to their schedule must do so within the first five (5) school days of the semester. No additional courses will be added after the first five (5) days. The only exception to this regulation would be the addition of a course that is to be audited and not taken for credit. Courses may be dropped within the first five (5) school days of a semester without penalty. After five (5) school days, any course that is dropped will result in a letter grade of "F" being recorded for the dropped course.

F. Final Examinations

Students may not take final examinations prior to their normally scheduled time. If students will be absent on the date when final examinations are administered, they will need to schedule a time after this date to make up their tests. A mark of "I" (Incomplete) will be recorded on the student's report card until the examinations have been completed. Failure to complete any final examinations after a semester ends will result in the incomplete mark being changed to "NC" (No Credit), except in unusual circumstances, as determined by a principal.

G. Academic Integrity Policy

At Saint Peter High School we act responsibly, live with integrity and show respect. We hold our students to the highest standards of performance and integrity and expect each student and staff member to maintain these standards and strive for continuous improvement. We expect our students to take responsibility for their actions and thus maintain academic integrity and a respectful learning environment for our school.

1. **To act with academic integrity students must value and demonstrate positive regard for:**
    a. Intellectual honesty
    b. Personal truthfulness
    c. Learning for its own sake
    d. The creation/ work of others

e. Academic honor and trust

2. **Academic integrity is achieved when a student:**

    a. Takes full credit for his or her own work, and gives full credit to those who have helped, or influenced him or her.
    b. Represents his or her own work honestly and accurately.
    c. Collaborates with other students only as specifically directed or authorized.

3. **Student behaviors that promote genuine student achievement:**
    a. Try to keep a realistic schedule and balance academics, extracurricular, social and family life, and sleep. It may be necessary to limit activities if feeling overwhelmed.
    b. Be organized. Keep class notes and handouts in a folder that is easily accessible. This will reduce anxiety when studying for a test or writing a paper.
    c. Seek help from teachers. Ask for clarification if you do not understand an assignment.
    d. Keep current with assignments. Don't wait until the last minute to study for a test or write a paper.
    e. Only work with another student if the teacher has specifically given permission.
    f. Accept the fact that real learning requires serious and sometimes tedious effort

Academic Integrity Violations

1. **Cheating**: Seeking to obtain credit or improved scores through the use of deception. Examples include:
    a. Copying homework
    b. Looking at another student's quiz or test
    c. Asking a student what was on a quiz or test
    d. Using secretive methods including putting information on phones or calculators, and using
    e. electronic foreign language translators instead of teacher approved materials
    f. Using a former student's work and claiming it as one's own
    g. Using study aids such as Cliff notes or Spark notes instead of reading assigned materials
2. **Facilitation**: Helping another student obtain credit or improved scores through the use of deception. Examples include:
    a. Allowing another student to copy your homework
    b. Allowing another student to look at your test or quiz
    c. Reporting to another student what is on test or quiz
    d. Working with another student on an assignment and submitting the same answers without the permission of the instructor
    e. Texting answers to another student
3. **Falsification:** Fabrication. Examples include:
    a. Misrepresenting yourself in any way to your teacher regarding the work you have done including saying you turned in an assignment when you have not
    b. Forging a parent's signature on a document required for class
    c. Missing class in order to avoid turning in a paper or taking a test
    d. Submitting the same work to two instructors without the express permission from both instructors
    e. Making up information/data or a citation in any paper or project
    f. Gaining unauthorized access to tests
4. **Plagiarism:** Representing the words or ideas of another as one's own in any paper or assignment. Examples include:

a. Copying information off the internet or any other printed material and pretending this information is your own writing. Everything on the internet is not public domain. You must credit the source of those who created them or you are, essentially, stealing
b. Failure to cite sources properly including not using quotation marks when needed and not acknowledging sources when paraphrasing

Academic Integrity Consequences

1. Teacher confers with student and notifies the parent/guardian of student
2. 0 on assignment/assessment or an alternative assessment - this is at the teacher's discretion
3. Submit referral in infinite campus
4. Administration will review the violation for possible Code of Conduct for those involved in extracurriculars

H. Commencement

In order to be eligible to participate in commencement exercises, students must have completely finished all credit & graduation requirements set forth by the state of Minnesota and ISD 508. Participation in commencement exercises is voluntary. Students who do not wish to participate in the commencement exercises should inform the principal as soon as possible. A student's failure to attend the scheduled graduation practice may result in their not being allowed to participate in the commencement exercises themselves. Additionally, all obligations (library books returned, fines paid, detention completed, etc.) must be cleared before a student will be eligible to participate in commencement exercises.

I. Structured/Guided Study Hall

1. Students are placed in a guided study hall for the following reasons:
    a. Receiving a D- or below for a quarter or mid-quarter grade
    b. Behavior referral
    c. Poor attendance
2. If a student is placed in a guided study hall at the beginning of the quarter, their progress will be reviewed at mid-quarter. If a student is placed in a guided study hall at mid-quarter, their progress will be reviewed at the end of the quarter.
3. Guided study halls are to be quiet and conducive to study. Talking should be done quietly.
4. Students are not allowed out of study hall.

J. Commons Study Hall

Commons study hall is available to those who meet academic requirements and have not lost privileges due to excessive behaviors, tardies or truancy.

SECTION 2: ATTENDANCE

A. General Statement

Regular attendance is absolutely essential to progress in schoolwork. Students should develop the habit of being on time and prepared for the day's work. Parents and students are expected to cooperate in the matter of attendance. Students who are missing from school and are unexcused will not be permitted to participate in any school-sponsored activities on the day of their absence.

B. Anticipation of Absence

Students who anticipate being gone for one or more days should first secure an advance notice of absence form from the office and take it to each of their teachers.

C. Valid Absences and Exceptions

1. Although excusing absenteeism and tardiness is at the discretion of the principal, the following reasons are valid and should be used by parents and students as guidelines:
    a. Illness of the student
    b. Serious illness or death of a member of the student's family
    c. Dental and medical appointments - A signed slip from the health facility is required for those participating in extracurriculars
    d. School sponsored activities
    e. Severe weather conditions, according to the merits of the case.
    f. Religious holidays
    g. College visit, vacation or other pre-planned event (Please provide the school 5 days advance notice so staff can make educational plans for student)
    h. A suspended absence
    i. Court appointments that are verified
    j. The building principal can/may make exceptions for unusual situations

Students are reminded that a parent/guardian email or phone call is required within two weeks of the absence to be excused.

In the event that students have a concerning number of absences, they will be required to provide medical documentation to the nurses office to continue to excuse absences for an ongoing condition.

2. Absences that will be marked as UNEXCUSED
    a. More than 10 minutes late to school or a class
    b. Missing the bus / missing your ride
    c. Truancy
    d. School office not notified of the absence
    e. Automobile problems (repeated incidents)
    f. Parent not aware of the absence
    g. Work

D. Policy on Make-up Work

Students who have been absent excused from school have twice the length of time missed to make up daily work or tests assigned while the student was absent. Student athletes missing classes due to a planned athletic event are required to turn in assignments on the due dates, unless an agreement is made with the teacher for an alternate due date.

At the end of the allotted time, the teacher, at her/his own discretion, will award either a letter grade or give an incomplete for the assignment. Any assignment not turned in by the end of the allotted time may result in an "F".

E. Leaving the School Building

Students who need to leave the school anytime during the course of the school day must secure a pass from the office. Failure to secure a pass may result in the loss of privileges. The only exceptions to obtaining a pass before school are for illnesses or for an emergency.

F. Co-Curricular participation

1. In order to participate in co-curricular activities, students must be in attendance for the entire day, unless they have an excused absence listed in 2.C or approved by administration.
2. If a student is suspended from any class, they may not participate in any activity or program that day.
3. If a student is absent unexcused from any class, they may not participate in any activity or program that day.

G. Truancy and Unexcused Absences

1. As required by current law, regulations of the State Department and School Board Policy, students shall attend each day that school is in session. The authority to decide whether an absence is excused or unexcused rests with the principal. Students returning to school following an absence will be expected to complete all missed assignments in accordance with district policy and as stated in the Student-Parent Handbook.
2. Truancy is missing school or class without school permission.
3. When a student under 18 reaches three unexcused absences, the principal will notify the student's parents/guardians.
4. When a student reaches seven unexcused absences on seven different days, county and court/social services authorities will be notified.
5. Students under the age of eighteen will be classified as habitual truants when absent for one or more class periods on seven or more school days if the student has not lawfully withdrawn from school.
6. If a student develops a pattern of tardiness to school or class, disciplinary action will be taken.

(MN Statute 260C.007) Subd. 19. **Habitual truant.** "Habitual truant" means a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school under section 120A.22, subdivision 8.

Absence from school or a class without parent/guardian permission may be considered truancy. State law (MN Statute 260A.02) provides that a continuing truant is a student who is subject to the Compulsory Instruction Law and is absent from instruction in school without a valid excuse within a single school year for 3 or more class periods or 3 days.

A note from a health care provider may be required where excessive absences are attributed to a health condition. The school nurse may also be able to provide a valid reason for these absences.

H. Tardiness

Students who are more than 10 minutes late to a class will be marked absent, not tardy.
The tardy count starts over at the beginning of each quarter.

1. 10 unexcused tardies per quarter will result in five days of Saints Time Detention (20 minutes each day).
2. 20 unexcused tardies per quarter will result in ten days of Saints Time Detention (20 minutes each day).
3. 30 unexcused tardies per quarter will result in fifteen days of Saints Time Detention (20 minutes each day).
4. 30+ unexcused tardies will be determined by the principal and dean of students.

SECTION 3: GUIDELINES AND PROCEDURES

A. Emergency Evacuation Procedures

1. FIRE

a. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all students have passed out of the room. If there is time, teachers are to close doors and bring class rosters with them.
b. As soon as the alarm is sounded, students should rise and pass in a rapid, orderly manner from the room by the exit used for regular dismissal. An orderly dismissal with minimal talking is expected. Maintaining a minimal noise level will allow for emergency instructions or changes in regular procedures to be heard. The first students to arrive at any exit should hold the door open until teachers arrive to relieve them.
c. Students should not take their coats, jackets, or books with them.
d. As soon as all students have exited the building, the teachers will take their positions at the exit, and, under no circumstances, allow any of them to enter the building until the "all clear" has been given by the designated staff.
e. Have students move into the parking lots or Community Spirit Park. The space near the building should be absolutely clear. Students should return to the building after a drill by the same route that they left the building.
f. Where to go from classrooms: Each room will have a fire escape assignment posted in the room and teachers will explain fire drill exit procedures during the first week of school.
g. Do not leave the school grounds during a drill or emergency unless you are directly supervised by a high school staff member.

2. ARMED INTRUDER

Students and staff will follow training protocol in the event of an armed intruder.

3. CIVIL DEFENSE ALERT

Students will be sent home when official civil defense communications indicate there is sufficient time to arrive home before dangerous conditions develop. (Information will be released by the proper authorities to all communications media). If conditions will not allow time for students to be dismissed, students will be assembled in designated areas in the building.

Tornadoes: Public warning signal - 5 minutes steady blast on the civil defense siren and repeated if necessary. Staff should proceed with all students to a pre-designated tornado shelter.

FIRE EXTINGUISHERS, SMOKE/HEAT SENSORS, AND FIRE ALARMS ARE APPARATUS, WHICH ARE TO ONLY BE USED IN THE EVENT OF EMERGENCIES. PEOPLE WHO INTENTIONALLY MISUSE THIS EQUIPMENT WILL BE REFERRED TO THE PROPER AUTHORITIES.

B. Military Recruitment (MN Subd. 5a.**)** A secondary institution shall release to military recruiting officers the names, addresses, and home telephone numbers of students in grades 11 and 12 within 60 days after the date of the request, except as otherwise provided by this subdivision. A secondary institution shall give parents and students notice of the right to refuse release of this data to military recruiting officers. Notice may be given by any means reasonably likely to inform the parents and students of the right. Data released to military recruiting officers under this subdivision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and
2. shall not be further disseminated to any other person except personnel of the recruiting services of the armed forces.

C. Fees and Fines

1. No student shall be required to pay a fee for a required program, project, or activity that occurs during the regular school year.
2. Fees may be charged in the following areas:
    a. In any program where the resultant product, in excess of minimum requirements and at the student's option, becomes the personal property of the student
    b. Admission fees or charges for extracurricular activities where attendance is optional.
    c. A parking permit fee for any vehicle using the school's parking lot
    d. A security deposit to assure the return of materials, supplies, or equipment
    e. Personal physical education and athletic equipment and apparel
    f. Items or products that are purchased for personal use, such as, student publications, class rings, annuals, and graduation announcements
    g. Fees specifically permitted in any other statute
    h. Field trips that are considered supplementary to a district's educational program and not required or graded
    i. Any authorized voluntary student health and accident benefit plan
    j. For use of musical instruments that the district owns or rents
    k. Students may be required to furnish personal or consumable items including pencils, papers, pens, erasers, and notebooks
3. Fees may not be charged in the following areas:
    a. Textbooks, workbooks, art materials, laboratory supplies, and towels
    b. Supplies necessary for participation in any instructional course except as specifically authorized
    c. Field trips that are required as a part of a basic educational program or course
    e. Instructional costs for necessary school personnel employed in any course or educational program required for graduation
    f. Library books that are required to be utilized for any educational course or program. (A fee may be charged for lost books)
    g. Admission fees, dues or fees for any activity the student is required to attend
    h. Any admission or examination cost of any required educational course or program
    i. Locker rentals. (A deposit for a padlock or key is permissible)

D. Field Trips

Occasionally certain classes offer opportunities for students to visit sites outside the school that are related to the course. These opportunities are a privilege and may be denied for just cause. It is required that students return the signed "parent/guardian permission slip" to their teacher before they leave on the field trip. Only school-authorized transportation will be used and at least one faculty member will chaperone each vehicle used for the field trip. Parents/guardians are allowed to only take their own child from a school function.

E. Grievance Procedure

In an attempt to give Saint Peter students an opportunity to present a legitimate grievance, they may have access to the following grievance procedure, which has been adopted:

1. A student with a particular grievance or complaint is urged to first try to resolve the problem with the other party involved on a one-to-one basis (i.e., grades, discipline, school policy, etc.).
2. If the problem cannot be resolved at level one, the student should then bring that problem to the attention of the dean of students who will call together the grievant, the other party involved and will attempt to mediate and resolve the problem.
3. If the problem is not resolved, at level three the student may again present it to the principal, who will review all the information related to the problem and promptly render a decision.
4. If, after the final decision of the principal, the grievant still believes the problem is unresolved, further appeal may be granted through request made to the principal for review by the Superintendent of Schools.

F. Lost and Found

Lost and found articles are located in the main office.

G. Lunch

1. Students are to eat meals in the Commons area or when weather permits, the courtyard.
2. Students are expected to clean up after themselves.
3. Closed campus lunch period: High school students have a closed lunch period. Students are not allowed to leave the school for lunch. Those students with Junior or Senior Privilege who have a study hall during block three are allowed to leave the high school.

H. Parking Regulations

1. Student Parking on School Grounds

   Parking Permits: Students shall be permitted to drive automobiles and/or motorcycles to and from school. However, students desiring to use any of the high school parking facilities will be required to have a parking permit. Cars, vans, trucks, motorcycles, and mopeds must all have the required Saint Peter High School permit in order to use school parking lots. Permits are available in the high school office. Violators may lose all parking privileges on school grounds.

   Students will be issued one student parking pass free of charge. A $20.00 fee will be charged for every lost parking pass, and a $20.00 fine will be charged for students parking in the school lot without a student parking pass. Parking passes must be attached to each vehicle's inside rearview mirror. The parking pass must be clearly visible from the outside of the vehicle. Student vehicles need a new parking sticker each school year

Vehicles ticketed following a grace period at the start of school will face a $20 fine in addition to the need to purchase a parking permit. Students will have 10 days to pay parking tickets. Unpaid parking tickets will result in 5 days of Saints Time detention.

Students that have appointments after the start of the school day may park in the East parking lot. A doctor note confirming the date/time of the appointment will be required to excuse a parking violation if one is received while parking in the East lot.

2. Parking Rules:
    a. The student parking lot is the west lot, adjacent to the tennis courts and the entrance to the gymnasium area.
    b. Students driving automobiles and/or motorcycles to school must park their vehicles in the parking lots in areas designated as student parking. Vehicles must be parked in marked parking spots or this can impede the safe coming and going of other vehicles.
    c. Students driving automobiles and/or motorcycles to school must drive safely at all times.
    d. Students who are authorized to leave during the day (PSEO, Junior/Senior Privilege) will be issued a different color parking pass that will allow them to park in designated areas on the east lot.
    e. Students using automobiles improperly may forfeit the right to use school parking lots.
    f. Students who park on school grounds understand that their vehicle may be searched by school personnel at any time while parked on school grounds, provided that the high school personnel has reason to believe that the vehicle contains contraband.
    g. Unauthorized vehicles parked on school property may be towed at the expense of the owner or operator.

I. Bicycles

The school is not responsible for bicycles ridden to school and parked on school property. Bicycles parked at school should be locked in the bicycle racks.

J. Pledge of Allegiance

121A.11 UNITED STATES FLAG. The School Board recognizes the need to provide instruction in the proper etiquette, display, and respect of the United States flag. The purpose of this policy is to provide for the recitation of the Pledge of Allegiance and instruction in school to help further that end. The recitation shall be conducted by each individual classroom teacher or the teacher's surrogate; or over a school intercom system by a person designated by the school principal or other person having administrative control over the school. Any student or teacher may decline to participate in the recitation of the Pledge of Allegiance to the flag. Others must respect the choice not to recite the Pledge. Every public school in Minnesota must display an appropriate United States flag when in session.

K. Reporting to Parents

It is School District policy to inform parents at regular intervals of their student's attendance, academic, and disciplinary matters. Consequently, the following reports will be available at appropriate times to parents:

1. Attendance Notices
   Notices of irregular attendance practices will be forwarded to parents/guardians at appropriate intervals. Should poor attendance continue, a conference with the student's parents/guardians will be necessary. Continued poor attendance could result in the student's forfeiting credit in the particular class.
2. Academic Reports

The grading system is A, B, C, D, F, No Credit, and Incomplete. Report cards are available online to parents, guardians, and students at the end of each grading period. On-line access can be obtained by contacting Kathy Wobbrock at 934-4210 ext 418, or kwobbrock@stpeterschools.org. Paper copies will be mailed per parent/guardian request.

3. Academic progress reports are available online throughout the school year.
4. Parent conferences will be held during each school year. The dates for parent conferences are noted in the school calendar.
5. Discipline Referrals
   Whenever any form of disciplinary action is necessary, a discipline referral will be sent to the parents/guardians informing them of the misconduct as well as the administrative action taken.

L. <u>School Closing Procedures</u>

School closings and late start announcements will be made over local television and radio stations, as well as with automated calls, beginning about 6:30 a.m. The school district will also activate its emergency announcement system. The same local media will be used if school must be dismissed early. Each rural student is asked to make prior arrangements to stay in town in case future weather conditions do not permit the buses to follow their routes. Parents/guardians may choose not to send their child to school if, in their estimation, the weather is too severe and school has not been closed.

M. <u>Searches (Locker, Vehicle, Personal)</u>

Equipment such as lockers belongs to the school district, but students may be allowed to use the equipment as a convenience. The school insists that lockers be properly cared for and not used for the storage of illegal items such as firearms, liquor, cigarettes, illegal drugs, etc. Students will each be issued a locker and its combination. Students are encouraged to keep their locker locked at all times and not share their locker combination with others.

1. Student's Rights
   a. A search of a student's person should be limited to a situation where the administration has a reasonable belief that the student is concealing evidence of an illegal act or school rule violation.
   b. Dangerous items (such as firearms, weapons, etc.) and other items, which may be used to substantially disrupt the educational process, will be removed from the student's possession.
   c. A general inspection of school properties including, but not limited to, lockers or desks may be conducted on a regular basis. Illegal items and items belonging to the school or another person will be seized.
   d. All items seized may be returned to the proper authorities or the true owner.
   e. Students may be given the opportunity to be present when a search of personal possessions is conducted if there is no reason to believe that their presence would be a threat to the safety of themselves or others.
   f. When a custodial interrogation takes place in school (in relation to a locker search) by a law enforcement official or police officer, students should be advised of their rights by the proper authority, including the right to counsel and the right to remain silent.
   g. Lockers may be searched by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant.
   h. It is a policy of the state of Minnesota (Subdivision 1) that school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. These searches may be carried out by a specially trained dog. The personal possessions of students within a school locker may be searched only

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

i. School administrators will conduct periodic inspections of the school locker areas and/or parking lots on district premises. These inspections may be announced or unannounced and may be carried out using specially trained dogs to sniff out and alert staff to the presence of substances prohibited by law or district police.

N. <u>Junior and Senior Privilege</u>

Junior & Senior Privilege is available to those juniors and seniors who qualify during the first, second, third, and fourth quarters of the school year. This privilege will allow qualifying students the ability to leave school during their study hall. In order to qualify for this privilege, students must meet the following standards/criteria:

1. Students must be in good academic standing.
    a. Students must be on track to graduate with their class and seniors must be making progress on their senior achievement paper and project.
    b. For Juniors and Seniors, all grades earned in the quarter prior to the student's study hall must be a C or higher to qualify.
2. Students must have met all school obligations including Media Center and Lunchroom debt.
3. Students must not have ANY major disciplinary referrals, behavior issues, or unexcused absences in the <u>quarter preceding</u> or <u>during the quarter of Privilege</u>. Disciplinary referrals will result in immediate loss of Privilege.
4. Students must be registered for seven credits.
5. Students may not drop a class to gain Privilege.
6. Students may not be tardy to the class that follows their Privilege time. (3 violations of this rule will result in the loss of Privilege)
7. Students must attend their scheduled Saints Time on Wednesdays.
8. During scheduled Privilege time, students may use the Commons, locker bay area, media center, resource spaces, or leave the building.
9. A parent/guardian's signature of approval must be signed on the application form unless the student is 18 and has the appropriate form on file in the High School office.
10. Applications must be completed and returned to the student services office. This privilege does not start until it is on the students schedule on Infinite Campus. Privilege continues into subsequent quarters unless it is revoked.

O. <u>Student Appearance</u>

1. Students do not have a formal dress code. However, in order to provide the very best learning environment, clothing or hairstyles deemed disruptive or which cause a distraction to the educational process will not be allowed. Teachers and other staff will make the determination of disruption or distraction.

    The school prohibits objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected class, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals.
    If a student's appearance is determined to be inappropriate in the school setting, the student will be responsible to correct the situation by:
    a. Changing the attire

b. Covering the attire or distraction, or
c. Removing the attire or distraction.
d. Go home to change

2. Appropriate hats and caps and other head coverings will be allowed in the high school; however, classroom protocol will be at the discretion of the teacher. Teachers will have the right to allow or not allow hats in their classes. Failure to follow classroom rules will be considered insubordination.
3. Student Rights and Responsibilities
    a. Student dress and grooming are the responsibility of the student and her/his parent/guardian.
    b. Dress and grooming shall be clean and in keeping with health and sanitary practices.
    c. Students should not wear clothing or hairstyles that can be hazardous to them in their school activities such as shop, lab work, physical education, and art.
    d. Dress and grooming shall not disrupt the educational process.
    e. Students whose dress is in violation of these standards will be subject to dismissal.
4. *Students who continually refuse to comply with requests to dress accordingly will be subject to all discipline procedures.*

P. Student Assemblies, Meetings, and Dances

The First Amendment right to free speech and assembly are honored, provided that the exercise of a right does not substantially disrupt the educational process.

1. Student Meeting Rights
    a. Students are permitted to hold student meetings on school property within the limitation applicable to all groups under Minnesota Statute 123.36 (5).
    b. Students have the right to gather informally.
2. Rules for a Student Meeting
    a. Meetings should be scheduled in advance.
    b. Normal class activities may not be disrupted.
    c. The meeting shall not be such as may be likely to create a substantial danger to persons or property.
    d. If a crowd is anticipated, a crowd control plan shall be filed in the Principal's office in advance of the meeting.
3. Rule for an Informal Gathering
    a. Students gathered informally shall not subsequently disrupt the educational process.
    b. Students who willfully disregard this rule may be subject to dismissal.
4. Dances
    a. Only Saint Peter High School groups may sponsor dances, which are approved and cleared by the Student Council and building principal.
    b. All dances must have the following adults present:
        1. The advisor of the hosting organization
        2. Eight adult chaperones
        3. One police officer
    c. Students wishing to bring an outsider to a school dance must obtain a pass from the High School office to the dance.
    d. Any student who leaves the dance will not be readmitted.
    e. Guests are subject to the same rules as students of Saint Peter High School.
    f. Prom is sponsored by the Junior class in honor of the Seniors. The dance is open to Juniors and Seniors and their guests. However, participants must be at least of Junior class status and no older than age 20.

Q. <u>Transportation</u>

1. Rules and Expectations
    a. School Bus and Bus Stop Rules
    The School District school bus safety rules are to be posted on every bus. If these rules are broken, the School District's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the School District's Transportation Office/School Office.
    b. Expectations at the Bus Stop
        1. Get to the bus stop five minutes before your scheduled pick-up time. The school bus will not wait for late students.
        2. Respect the property of others while waiting at the bus stop.
        3. Keep your arms, legs, and belongings to yourself.
        4. Use appropriate language.
        5. Stay away from the street, road, or highway when waiting for the bus.
        6. Wait until the bus stops before approaching the bus.
        7. After getting off the bus, move away from the bus.
        8. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
        9. No fighting, harassing, intimidating, or horse playing.
        10. No use of alcohol, tobacco, or drugs.
    c. Expectations on the Bus
        1. Follow the driver's direction right away.
        2. Sit in the seat facing forward.
        3. Talk quietly and use appropriate language.
        4. Keep all parts of your body inside the bus.
        5. Keep your arms, legs, and belongings to yourself.
        6. No fighting, harassment, intimidating, or horse playing.
        7. Do not throw any object.
        8. No eating, drinking or using tobacco or drugs.
        9. Do not bring any weapon or dangerous objects on the school bus.
        10. Do not damage the school bus.
2. Consequences
    Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's privilege to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be at the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.
    a. Discipline
        1. The first time a student violates any of the rules of the bus, the student responsible will be warned, his or her parents/guardians will be notified, and the student may face school-assigned detention.
        2. The second time an incident occurs, the parents/guardians of the student will be notified. The student may face in-school detention or removal from the bus for up to five days.

3. The third time an incident occurs, the student responsible will be removed from the bus for five or more days, and his or her parents/guardians will be notified.
4. The fourth time an incident occurs, the student responsible may be removed from the bus for the remainder of the year.
5. Any infraction serious enough in nature may be cause for immediate removal from the bus.

3. Records
   Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of serious misconduct will be provided to the Department of Public Safety. Records may also be maintained in the transportation office.
4. Vandalism/Bus Damage
   Students damaging school buses will be held responsible for the damages. Failure to pay for repairs (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.
5. Notice
   Students will be given a copy of school bus and bus stop rules during the school bus safety training. Rules are to be posted on each bus and the driver will periodically review both rules and consequences with students.
6. Criminal Conduct
   In cases involving criminal conduct (assault, weapons, possession, or vandalism), the Superintendent, local law enforcement officials, and the Department of Public Safety will be informed.
7. Transportation to and from Activities
   a. All students will ride school-provided transportation to and from school events. An exception may be made, at the school employee's discretion, if a student is turned over directly to a parent/guardian who submits a written request.
   b. Students will be dropped off only at the school after events. Students will not be dropped off at their homes or any other location for any reason.
8. Use of School Buses
   a. General Rule
      The School District uses school buses as transportation for all co-curricular activities.
   b. Exceptions
      1. Coach buses may be substituted for school buses during the summer months if requested by the building level principal.
      2. Those students who directly participate in the tournament may use coach buses for transportation to and from state tournaments. The request must be made by the coach of the activity or the director of activities.
      3. A coach, director, or teacher may make a request in writing to the building level principal that a coach bus be substituted for a school bus for any particular activity. The principal, at his or her discretion, may substitute a bus coach for a school bus. The decision should be based upon the number of students being transported, the distance to the activity, the type of equipment that will accompany the group and other factors that may affect the safety of the students.

A copy of the school district school bus and bus stop rules will be provided to each family at the beginning of the school year or when a child enrolls during the school year. Parents and guardians are asked to review the rules with their students.

9. Parent/Guardian responsibilities for transportation safety
   a. Become familiar with district rules, policies, regulations, and principles of school bus safety

b. Assist students in understanding safety rules and encourage them to abide by them
c. Recognize their own responsibility for the actions of their children
d. Support safe riding practices and reasonable discipline efforts
e. When appropriate, assist students in safely crossing local streets before boarding and after leaving the bus
f. Support emergency evacuation procedures as set up by the school district
g. Respect the rights and privileges of others
h. Communicate safety concerns to school administrators
i. Monitor bus stops, if possible
j. Support all efforts to improve school bus safety

R. Visitors

Students who are interested in enrolling at Saint Peter High School are welcome to visit during the school day. Only in cases of emergencies will other student visitors be allowed to visit during the school day. All visitors are to first report to the principal's office to obtain permission to be in the school building during the school day.

S. Withdrawal Procedure

Students who plan on withdrawing from Saint Peter High School should obtain from the Counselor's office the proper withdrawal form and have each of the teachers sign it. Once all teachers have signed the withdrawal form and collected the books, the withdrawal form should be brought to the counselor's office.

SECTION 4: TECHNOLOGY

A. <u>Telephone Use, Messages, and Calls from Home</u>

1. Cell phones are not allowed in academic areas of St Peter High School.
    a. Classrooms
    b. Pods
    c. Any area where academic instruction is taking place
2. Cell phones may not be used in any manner that causes or results in disruption of the educational environment or school-sponsored extracurricular activities or events or impairs or interferes with school district operations.
3. Students shall keep their personal electronic communication devices (cell phone) in a secure place, such as the student's locker, a closed backpack, a storage device provided by the school, or an area designated by the classroom teacher at all times when personal electronic communication device use is prohibited.
4. The school district is not responsible for, nor is it required to investigate, any lost, stolen, or damaged personal electronic communication devices brought onto school grounds or the bus or school-sponsored activities or events.
5. Cell phones and other personal electronic devices may be used at the following times, providing they are not used for the invasion of personal space and/or property of another person
    a. Before and after school
    b. During passing times between scheduled classes
    c. During a student's own lunchtime
    d. During one's commons study hall
6. Except in cases of emergencies, the office does not call students out of classes when parents leave messages for their students. The office will attempt to call students from class at the end of a class period if possible, or students will be called to the offices at the end of the school day.
7. Students are not allowed to record videos or take photos of others (staff and students) at any time during the school day unless approved by the dean of students or principal. Students have been strongly encouraged to protect their electronic devices against the risk of theft or loss. School personnel will make limited effort to investigate these losses or thefts. The school assumes no responsibility for confiscated items.

B. <u>Saints Digital Learning Initiative (Chromebooks)</u>

Through the Saints Digital Learning Initiative, Saint Peter High School continues its commitment to offering students and teachers access to best-practice strategies and modern equipment to improve the classroom experience.

Please consult the *Saints Digital Learning Initiative 1-to-1 Handbook* for program details, expectations, and terms and conditions. Handbooks are available upon request from the high school office.

SECTION 5: STUDENT CONDUCT & DISCIPLINE POLICY

A. STUDENT RIGHTS

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

B. STUDENT RESPONSIBILITIES

All students have the responsibility:

1. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures
2. To attend school daily, except when excused, and to be on time to all classes and other school functions
3. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities
4. To make necessary arrangements for making up work when absent from school
5. To assist the school staff in maintaining a safe school for all students
6. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them
7. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect
8. To be aware of and comply with federal, state, and local laws
9. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate
10. To respect and maintain the school's property and the property of others
11. To dress and groom in a manner that meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy
12. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language
13. To conduct themselves in an appropriate physical or verbal manner
14. To recognize and respect the rights of others

C. CODE OF STUDENT CONDUCT

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.

The School Board considers the following behaviors to be unacceptable behaviors that may be subject to disciplinary action. These behaviors are defined more thoroughly in the Student Handbook, and will be reviewed annually.

1. Acts of dishonesty
2. Any criminal activity or violation of the law. 506-5
3. Attendance issues, including failure to attend class, tardiness, and leaving class without permission
4. Cheating and plagiarism
5. Damage to or misuse of property, including misuse of technology or use of technology in a way that causes property damage
6. Failing to follow the instructions of an administrator, teacher, or other School District representative.
7. Gang activity
8. Inappropriate physical contact with another person, as well as acts of physical aggression, fighting, horseplay and play fighting
9. Possession, distribution, or use of alcohol, cannabinoid products, drugs, vapes and other tobacco products (including look alike substances and synthetic substances) or paraphernalia
10. Possessions of weapons (as defined in School Board Policy 501) explosives, incendiary devices, or any type of combustible substances
11. Substantially interrupting the learning environment
12. Sexual misconduct and sexual assault
13. Theft
14. Threats of violence
15. Trespassing
16. Using language that is not appropriate in a school setting or possessing materials containing language that is not appropriate in a school setting. Inappropriate language includes abusive, profane, obscene, or threatening language. Inappropriate language also includes language that constitutes cyberbullying, bullying, discrimination, harassment, or hazing. Teasing and name-calling may also be considered inappropriate language
17. Violations of other School Board Policies setting forth expectations for student behavior including:
    a. School Board Policy 102, Equal Educational Opportunity
    b. School Board Policy 413, Harassment and Violence
    c. School Board Policy 417, Chemical Use and Abuse
    d. School Board Policy 419, Tobacco-Free Environment
    e. School Board Policy 501, Weapons
    f. School Board Policy 502, Search of Student Lockers, Desks, Personal Possessions, and Student's Person
    g. School Board Policy 503, Student Attendance
    h. School Board Policy 504, Student Dress and Appearance
    i. School Board Policy 505, Distribution of Non-School Sponsored Materials on School Premises by Students and Employees
    j. School Board Policy 514 Bullying Prohibition
    k. School Board Policy 521, Student Disability Nondiscrimination
    l. School Board Policy 526, Hazing Prohibition
    m. School Board Policy 527, Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches
    n. School Board Policy 528, Student Parental, Family and Marital Status Nondiscrimination
    o. School Board Policy 536, Student Internet Acceptable Use and Safety Policy
    p. School Board Policy 627, Academic Honesty
    q. School Board Policy 709, Student Transportation Safety

D. RULES OF CONDUCT

Disciplinary action may be taken against students for any behavior that disrupts good order, impedes the educational process, or violates the rights of others.

1. DISCIPLINARY ACTION may include but is not limited to:
    a. Meeting with the teacher, counselor, dean of students or principal
    b. Detention/School-After-Hours
    c. Loss of school privileges
    d. Parental conference with school staff
    e. Modified school programs
    f. Removal from class
    g. Co-Curricular ineligibility
    h. Suspension
    i. Exclusion
    j. Reasonable restraint for self-protection or protection of others
2. The principal may impose or recommend a longer suspension, expulsion, or any other discipline as appropriate on a case-by-case basis (i.e. school service or restitution). The principal may require that the student enter into a behavior contract.
3. It is the policy of the School District to follow the Minnesota Pupil Fair Dismissal Act in the suspension, exclusion, and expulsion of students. The basic provisions of the Pupil Fair Dismissal Act shall be published in the Student Handbook. The handbook will be made available to all students during the first month of the school year.

E. CHEMICAL INFRACTIONS

** See Appendix for complete Drug/Alcohol and Assault Policy

1. ALCOHOL OR CHEMICALS, POSSESSION OR USE

The possession or use of any alcohol, narcotic, illegal substance, controlled substance, or drug paraphernalia is prohibited while on district property, participating in a district-sponsored activity, or traveling in a district vehicle.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**5-day suspension** **Police referral**	**5-day suspension** **Police referral**	**10-day suspension** **Expulsion recommendation** **Police referral**

2. ALCOHOL OR CHEMICALS, POSSESSION WITH INTENT TO DISTRIBUTE OR SELL

Selling, distributing, delivering, exchanging, or intending to sell, deliver, exchange or distribute any alcoholic, narcotic, illegal substance, or controlled substance on district property, while participating in a district-sponsored event or traveling in a district vehicle is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**10-day suspension** **Expulsion recommendation** **Police referral**		

3. MEDICATION MISUSE (OVER THE COUNTER)

Any student in possession of or using an "over-the-counter" medication must do so in a manner consistent with district policy (see Policy 516 – Student Medication). Selling, distributing, delivering, exchanging, or intending to sell, deliver, exchange or distribute any "over-the-counter" medication is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**1-3 day suspension Police referral**	**5-day suspension Police referral**	**10-day suspension Expulsion recommendation Police referral**

4. MEDICATION MISUSE (PRESCRIPTION)

Any student in possession of or using prescription medication must do so in a manner consistent with district policy.. Selling, distributing, delivering, exchanging, or intending to sell, deliver, exchange or distribute any prescription medication is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**3-5 day suspension Police referral**	**10-day suspension Expulsion recommendation Police referral**	

5. TOBACCO USE OR POSSESSION

Possession or use of tobacco is prohibited, including e-cigarettes and other items used for the use of tobacco or other illegal substances.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**1-day suspension Police referral**	**2 day suspension Police referral**	**3-day suspension Police referral**

F. <u>DANGEROUS AND/OR NUISANCE ITEMS</u>

** See Appendix for complete WEAPONS POLICY

1. WEAPONS, EXPLOSIVES, INCENDIARY DEVICES, AMMUNITION, AND OTHER DANGEROUS ITEMS

"Weapon" means any firearm, whether loaded or unloaded, any device or instrument designed as a weapon or through its use is capable of threatening or producing great bodily harm or death, or any device or instrument that is used to threaten or cause bodily harm or death. "Weapon" includes, but is not limited to, guns (including BB and pellet guns, look-alike guns, and non-functioning guns that

could be used to threaten others), knives, clubs, metal knuckles (used in a threatening manner), nunchucks, throwing stars, explosives, stun guns, ammunition, chains, and chain wallets.

a. "Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school-sponsored activity.
b. Possession of a weapon in school or on school grounds will result in confiscation of the weapon and referral to the police and may result in an initial out-of-school suspension for five (5) days and a recommendation to the Superintendent of Schools that the student be expelled.
c. A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the principal's office shall not be considered in possession of a weapon.

G. FIREARMS

Minnesota state law requires that the school board must expel for a period of at least one year a student who is determined to have brought a firearm to school. The definition of a firearm is found at 18 U.S.C. § 921. The school board may modify this expulsion requirement on a case- by-case basis.

Grades	First Offense
Grades 9-12	**10-day suspension Expulsion recommendation Police referral**

H. FIREWORKS

Possession, distribution or use of any type of fireworks (sparklers, firecrackers, smoke bombs) or ammunition is prohibited. Use of any fireworks that creates a serious disturbance or safety hazard may be considered a violation of "Weapons, Explosives, Incendiary Devices, Ammunition, and Other Dangerous Items."

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**5-day suspension Police Referral**	**5-10 day suspension Police Referral**	**10-day suspension Expulsion recommendation Police Referral**

I. NUISANCE OBJECTS

Misuse or distribution of any object that causes distractions or a nuisance is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	**1-day suspension**	**3-day suspension**

(**) Indicates disciplinary action assigned by building administration.

J. POTENTIALLY DANGEROUS ITEMS

Possessing potentially dangerous items that if misused may be considered dangerous, illegal or could possibly cause harm are prohibited. If it is discovered that a student has accidentally brought such an item to school, the student may not be considered in possession of a weapon. Nonetheless, because students are responsible for what they bring to school and possession of these items is prohibited, the consequences outlined below apply. If a student directly or indirectly threatens another person or persons with such an object, the student will be determined

to be in possession of a weapon and appropriate action will be taken in accordance with district policy.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**1-day suspension**	**3-day suspension**	**5-day suspension**

K. <u>DRIVING INFRACTIONS AND TRANSPORTATION</u>

1. DRIVING, CARELESS OR RECKLESS
   Driving any motorized or non-motorized vehicle on district property in such a manner as to endanger people or property is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**Parking permit revoked for the identified time period** **Possible Police referral**	**3-day suspension** **Parking permit permanently revoked** **Police referral**	**5-day suspension** **Police referral**

2. TRANSPORTATION
   All rules that apply to building and classroom behavior apply while riding a school bus. Therefore, students may be administered consequences consistent with other school discipline procedures and in accordance with district policy. **Students endangering persons or property may lose bus riding privileges immediately and for an indefinite period**. Students, grades 9-12, who commit a fourth offense, will be suspended from riding the bus for the remainder of the school year.

Grades	First Offense	Second Offense	Third Offense	Fourth Offense
Grades 9-12	**Verbal Warning**	**1-5 day bus suspension**	**Loss of bus riding privilege for 10 days**	**Loss of bus riding privileges for one calendar year**

3. VEHICLE UNAUTHORIZED PARKING, DISPLAY OF PARKING PERMIT
   Students desiring to use any of the high school parking facilities will be required to purchase a parking permit. Cars, vans, trucks, motorcycles and mopeds must all have the required Saint Peter High School permit in order to use school parking lots. Permits are available in the high school office. Violators may lose all parking privileges on school grounds.
   Students will be issued a student-parking sticker.. A $5.00 fee will be charged for every lost parking sticker issued thereafter. Parking stickers must be attached to each vehicle's inside rearview mirror. The parking sticker must be clearly visible from outside of the vehicle. Student vehicles need a new parking sticker <u>each</u> school year.
4. Parking Rules:
   a. The student parking lot is the west lot, adjacent to the tennis courts and the entrance to the gymnasium area.
   b. Students must park their vehicles in the parking lots in areas designated as student parking. Vehicles must be parked in marked parking spots or this can impede the safe coming and going of other vehicles.

c. Students must drive safely at all times.
d. Students who are authorized to leave during the day (PSEO, Junior/Senior Privilege,) will be issued a different color parking pass that will allow them to park in designated areas on the east side (staff lot / media center side).
e. Students who leave during the day for appointments will be issued a temporary parking pass for that day, which will allow them to park in the staff lot upon their return.
f. Students using automobiles improperly may forfeit the right to use school parking lots.
g. Students who park on school grounds understand that their vehicle may be searched by school personnel at any time while parked on school grounds, provided that the high school personnel have reason to believe that the vehicle contains contraband.
h. Vehicles on school grounds after parking privileges have been revoked are subject to immediate towing at the expense of the student/owner.

L. PHYSICAL INFRACTIONS

** See Appendix for complete Drug/Alcohol and Assault Policy

1. ASSAULT
Committing an act with intent to cause fear **in another person of immediate bodily harm** or death or attempting to or threatening to inflict bodily harm is prohibited. This includes all incidents where blows are exchanged.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**5 day suspension Police referral**	**5-day suspension Police referral**	**10-day suspension Expulsion recommendation Police referral**

2. ASSAULT, AGGRAVATED
Committing an assault upon another person with a weapon or an assault that inflicts great bodily harm upon another person is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**10-day suspension Expulsion recommendation Police referral**		

3. PUSHING, SHOVING, SCUFFLING
Physical contact that could harm others, but is not defined as an assault or fighting, is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	**1-3 day suspension**	**3-5 day suspension**

(**) Indicates disciplinary action assigned by building administration.

4. SEXUAL MISCONDUCT

Engaging in non-consensual sexual intercourse or sexual contact with another person including intentional touching of clothing covering a person's intimate parts, intentional removal or attempted removal of clothing covering a person's intimate parts or clothing covering a person's undergarments, if the action is performed with sexual or aggressive intent, is prohibited. Indecent exposure is also prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**10-day suspension Expulsion recommendation Police referral**		

M. <u>PROPERTY INFRACTIONS</u>

1. ARSON

The intentional setting of a fire that results in, or could have potentially resulted in, the destruction or damage to district property or other property or that endangers or potentially endangers others by means of fire is prohibited.

Grades	First Offense
Grades 9-12	**10-day suspension Expulsion recommendation Police referral**

2. BREAKING AND ENTERING

Entering a secured district location, after school hours, using an unauthorized mechanism of entering is prohibited.

Grades	First Offense	Second Offense
Grades 9-12	**5-day suspension Police referral**	**10-day suspension Expulsion recommendation Police referral**

3. FIRE EXTINGUISHER, UNAUTHORIZED USE

Fire extinguishers are important tools that are needed in potentially life-threatening fires. All other uses are prohibited.

Grades	First Offense	Second Offense	Third Offense

Grades 9-12	**	**3-5 day suspension Police referral**	**10-day suspension Expulsion recommendation Police referral**

(**) Indicates disciplinary action assigned by building administration.

4. ROBBERY OR EXTORTION
   Taking property from another person by the use of force, the threat of force compelling acquiescence, or under false pretenses is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**1-3 day suspension Police referral**	**5-10 day suspension Police referral**	**10-day suspension Expulsion recommendation Police referral**

5. SECURITY SYSTEM TAMPERING
   Any action that is intended to deactivate, damage, or destroy any security system of the district is prohibited. This action includes, but is not limited to, the disabling of or tampering with a district security camera or an automatic locking door apparatus.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**1-3 day suspension Police referral**	**3-5 day suspension Police referral**	**10-day suspension Expulsion recommendation Police referral**

6. THEFT, RECEIVING OR POSSESSING STOLEN PROPERTY
   The unauthorized taking, using, transferring, hiding or possessing of property of another person without the consent of the owner or the receiving of such property is prohibited. Restitution, when appropriate, will be required.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**1-3 day suspension Police referral**	**3-5 day suspension Police referral**	**10-day suspension Expulsion recommendation Police referral**

7. TRESPASSING
   Remaining on school property without authorization is prohibited. Students are not to go into other district buildings unless they have permission from the building administrator or are attending a district-sponsored event. Any student on suspension who goes to a district location without permission is subject to being charged with trespassing and an increase in suspension time. Admitting others through a locked or secured entrance without the permission of district employees is also classified as trespassing.

Grades	First Offense	Second Offense	Third Offense

Grades 9-12	**1-day suspension**	**3 day suspension**	**5-10 day suspension**

8. VANDALISM, MINOR ACTS (LESS THAN $500)
   Littering, defacing (including placement of graffiti), cutting, damaging or destroying property that belongs to the district or other individuals/entities is prohibited. Vandalism is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**1-3 day suspension** **Police referral**	**5-day suspension** **Police referral**	**10-day suspension** **Expulsion recommendation** **Police referral**

9. VANDALISM, MAJOR ACTS (MORE THAN $500)
   Littering, defacing (including placement of graffiti), cutting, damaging, or destroying property that belongs to the district or other individuals/entities is prohibited. Vandalism is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**10-day suspension** **Expulsion recommendation** **Police referral**		

N. <u>TECHNOLOGY INFRACTIONS</u>

** See Appendix for complete ACCEPTABLE USE OF THE COMPUTER NETWORK AND INTERNET

1. SECURITY SYSTEM-or TELECOMMUNICATIONS TAMPERING/ TELECOMMUNICATIONS TAMPERING
   Any action that is intended to deactivate, damage, or destroy any security system of the district is prohibited. This action includes, but is not limited to, the disabling of or tampering with a district security camera or an automatic locking door apparatus.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**1-3 day suspension** **Police referral**	**3-5 day suspension** **Police referral**	**10-day suspension** **Expulsion recommendation** **Police referral**

2. ELECTRONIC DEVICES, MISUSE OF
   High school students may use cell phones or personal electronic mobile devices at the discretion of a teacher and in a way that is not disruptive to the educational process including use in class or in any way that sacrifices, or potentially sacrifices, academic integrity (see also Dishonesty, Scholastic and Photographic Device Misuse).

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**Device confiscated Pick up at the end of the day either from the teacher or office.**	**Device confiscated 1 unit of Saints Time detention Parent must pick up phone**	**Repeat Offense #2 with Additional units of detention**

3. PHOTOGRAPHIC OR RECORDING DEVICE MISUSE
   Use of any photographic or recording device that impinges upon the rights of others is prohibited. This prohibition includes the distribution or receipt of a picture(s)/recording that impinges upon the personal privacy of another. *Misuse of any device in a school locker room, school bathroom or elsewhere in a way that violates the personal privacy of the individual may result in the immediate initiation of the expulsion process. This may involve a police referral.*

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**1-2 day suspension**	**3-5 day suspension**	**5-day suspension**

4. TECHNOLOGY AND TELECOMMUNICATIONS, MISUSE
   Misuse of technologies, equipment, or network; deletion or violation of password-protected information, computer programs, data, passwords, or system files; inappropriate accessing of files, directories, and Internet sites; deliberate contamination of the system; unethical use of information; or violation of copyright laws is prohibited. In addition, network access may be monitored and/or limited as a result of technology and/or telecommunication misuse.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	**3-5 day suspension**	**10-day suspension and access limited or monitored indefinitely. Expulsion recommendation.**

(**) Indicates disciplinary action assigned by building administration.

5. TECHNOLOGY & TELECOMMUNICATIONS, BREACH OF
   The deliberate breach of the school district network and technology resources is prohibited and may result in disciplinary actions, including but not limited to suspension, police referral, and recommendation for expulsion.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**5 day suspension. Police referral. Social worker referral.**	**10-day suspension. Police referral. Recommendation for expulsion.**	

O. <u>THREATENING AND/OR DISRUPTIVE BEHAVIOR</u>

** See Appendix for complete HARASSMENT AND VIOLENCE POLICY

** See Appendix for complete BULLYING PROHIBITION POLICY

1. ABUSE, VERBAL

The use of language that is obscene, threatening, intimidating, or inflammatory or that degrades other people is prohibited. Verbal abuse may also be addressed under the guidelines for harassment and/or bullying, when appropriate.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	**3-5 day suspension**	**10-day suspension** **Expulsion recommendation**

(**) Indicates disciplinary action assigned by building administration.

2. BOMB THREAT OR TERRORISTIC THREAT (see Appendix for complete policy)
Making, publishing or conveying in any manner a bomb threat or any other type of terroristic threat pertaining to a school location or event is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**10-day suspension** **Expulsion recommendation** **Police referral**		

3. BULLYING OR INTIMIDATING BEHAVIOR(see Appendix for complete Bullying Prohibition policy)
Bullying or intimidating behavior of any type, including through the use of technology and the Internet, is prohibited. Bullying or intimidating behavior may also be addressed under the guidelines for harassment and/or verbal abuse, when appropriate.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**Restorative Intervention**	**1-3 day suspension** **Restorative intervention**	**2-10 day suspension** **Restorative intervention**

(**) Indicates disciplinary action assigned by building administration.

4. DISORDERLY CONDUCT
Disorderly conduct is prohibited. Disorderly conduct is an act that the student knows or has reasonable grounds to know will alarm, anger, disturb others or provoke an assault or breach of the peace. Disorderly conduct may also be engaging in offensive, obscene, abusive, boisterous or noisy conduct or gestures or offensive, obscene or abusive language tending reasonably to arouse alarm, anger or resentment in others.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	**2-5 day suspension**	**10-day suspension** **Expulsion recommendation**

(**) Indicates disciplinary action assigned by building administration.

5. DISRUPTIVE OR DISRESPECTFUL BEHAVIOR
Disruptive or disrespectful behavior is prohibited. Disruptive or disrespectful behavior is language or behavior that disrupts or threatens to disrupt the school environment.

Grades	First Offense	Second Offense	Third Offense

Grades 9-12	**	**1-day suspension**	**3-day suspension**

(**) Indicates disciplinary action assigned by building administration.

6. FIRE ALARM, FALSE

Intentionally giving a false alarm of a fire or tampering or interfering with any fire alarm, fire alarm system or sprinkler system is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**5-day suspension Police referral**	**10-day suspension Expulsion recommendation Police referral**	

7. GAMBLING

Gambling, including but not limited to, playing a game of chance for stakes or possession of gambling devices (including machines, video games, and other items used to promote a game of chance) is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	**1-3 day suspension**	**3-5 day suspension**

(**) Indicates disciplinary action assigned by building administration.

8. HARASSMENT OR RETALIATION (see Appendix for complete policy**)**

Harassment and violence because of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age, as defined in the district policy, are prohibited. Reprisal or retaliation for a complaint of harassment is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**Varies depending on severity of situation but includes Harassment policy education**	**Varies depending on severity of situation**	**Varies depending on severity of situation**

9. HAZING (see Appendix for complete policy)

Hazing activities of any type are prohibited at all times. Hazing means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. Hazing, by its very nature, often occurs off school grounds, after school hours, on

non-school days, and during summer months. Students are advised that hazing is prohibited whenever and wherever it occurs. May include police referral.

Grades	First Offense	Second Offense	Third Offense[bo10]
Grades 9-12	**3-5 day suspension**	**10-day suspension Expulsion recommendation**	

10. INSUBORDINATION
A deliberate refusal to follow an appropriate direction or to identify one's self when requested is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	**1-3 day suspension**	**3-5 day suspension**

(**) Indicates disciplinary action assigned by building administration.

11. THREATENING GROUP ACTIVITY (see Appendix for complete policy)
Threatening group-related activity, the use of graffiti emblems, symbolism, hand signs, slang, tattoos, jewelry, discussion, clothing, etc. are prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**3-day suspension Social worker intervention**	**5-day suspension**	**10-day suspension Expulsion recommendation**

12. THREATS OF PHYSICAL HARM TOWARD STUDENTS, EMPLOYEES, OR OTHER PERSONS
The use of language or comments that are blatantly threatening or intimidating that could be interpreted as a death threat or insinuating the infliction of serious bodily harm upon students, employees or other persons is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**10-day suspension Expulsion recommendation Police referral**		

P. <u>OTHER BEHAVIOR INFRACTIONS</u>

1. DRESS AND APPEARANCE
Inappropriate clothing or appearance is prohibited. Administrators reserve the right to deny admission to school functions based on dress or appearance determined to be inappropriate or disruptive to the educational process. When a student is found in violation of these guidelines, the student will be directed to make modifications or be sent home for the day.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	**	**1-3 day suspension**

(**) Indicates disciplinary action assigned by building administration.

2. FALSE REPORTING

Intentionally reporting false information about the behavior of a student or employee is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**1-3 day suspension**	**3-day suspension**	**3-5 day suspension**

3. RECORDS OR IDENTIFICATION FALSIFICATION

Falsifying signatures or data, misrepresenting identity, or forging notes is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	**1-day suspension**	**3-day suspension**

(**) Indicates disciplinary action assigned by building administration.

4. INAPPROPRIATE USE OF SINGLE-PERSON RESTROOMS

Single user restrooms are to be used only by one person at a time. Entering and closing the door to utilize the restroom as pairs, regardless of gender is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**3-day suspension**	**5-day suspension**	**5-day suspension**

Q. <u>UNIQUE SITUATIONS</u>

Discipline situations not covered by these guidelines will be handled on a case-by-case basis. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations at a particular school may call for an adjustment in the discipline policies to meet the school or district's needs.

1. In-School Suspension (ISS)

   Definition: This is a short-term exclusion from classes, not from the school. The student will be assigned to a workroom where assignments will be brought and the student will work on school work in a supervised environment.
2. Out of School Suspension

   Definition: An out of school suspension is the short-term exclusion of the student from school. The school is relieved of custody of and responsibility for the student.

Procedure: Suspension, exclusion, and expulsion shall be implemented in accordance with the Pupil Fair Dismissal Act.

3. <u>Pupil Fair Dismissal Act</u>

   Nothing in this policy is intended to conflict with the Pupil Fair Dismissal Act.
   a. Parent/Guardian Notification:

      Parents/guardians shall be notified in writing of violation of the rules of conduct and resulting disciplinary actions by first-class mail except as provided otherwise by the Pupil Fair Dismissal Act. Disciplinary referrals will be mailed from the Senior High School office.
   b. Student Notification:

      Students shall be notified of violations of the Rules of Conduct and resulting disciplinary actions verbally except as provided otherwise by the Pupil Fair Dismissal Act.
4. <u>Corporal Punishment</u>

The Board of Education prohibits the use of corporal punishment. However, reasonable force may be used by a teacher or other member of the instructional, support or supervisory staff upon or toward a student when necessary to restrain the student from self-injury or injury to any other person or property.

5. Grounds for Dismissal

   A student may be dismissed on the following grounds:

   a. Willful violation of any reasonable school board regulation.
   b. Willful conduct that materially and substantially disrupts the rights of others to an education.
   c. Willful conduct, which endangers the pupil or other pupils, or the property of the school.
   d. Direct defiance or refusal to comply with a direction by a Staff member, Principal or Superintendent.

6. Suspension

   Students who are suspended from the regular school program may be suspended either in-school or out-of-school. At the time of dismissal, the students will be informed as to their status with the school. The type of suspension program used will depend upon the nature of the offense and the circumstances involved. The in-school suspension program will be used for most suspendable offenses.

7. *In-School Suspension Program*

   This refers to an action taken by the school administration under the rules of the school board prohibiting a pupil from attending one or more classes for a period of no more than five school days. A student suspended in-school will be placed in a room under the direct supervision of a school authorized adult. Suspended students will have the following responsibilities:

   a. Students will be expected to follow the directions of the in-school suspension supervisor at all times.
   b. Students are expected to bring all books and necessary materials with them to the in-school suspension room.
   c. Students are expected to work on all assigned work and will not be permitted to sleep.
   d. Students will be expected to remain quiet and no unnecessary talking or noisemaking will be permitted.
   f. Students are expected to be on time to the in-school suspension room.
   g. Students will not be permitted to leave the in-school suspension room unless an emergency occurs or the office requests that they do so.
   h. A lunch break in the in-school suspension room will be provided at midday to accommodate those who desire to eat lunch.
   i. Students will not be permitted to participate in any school-related activities on the day(s) of suspension unless authorized to do so by the school administration. This means a student is ineligible to practice or to participate in any extra or co-curricular activities or events during the school day(s) or during the evening(s) of the suspension period.
   j. Students may not go to their lockers during their lunch hour because regular classes are in session and may not be disrupted.
   k. Students may not be removed from in-school suspension by a teacher for any reason.

   The students suspended in the in-school suspension program are required to follow all the rules and regulations of this program. If these suspended students do not follow these rules and regulations, and out-of-school suspension program may be provided.

8. *Out-of-School Suspension Program*

   This refers to an action taken by the school administration under the rules of the school board prohibiting a pupil from attending school for a period of time of no more than five school days. The suspended students will have the following responsibilities:

   a. Students will be expected to leave the school grounds as soon as requested to do so.

b. Students will be expected to remain off the school grounds unless otherwise authorized, until the suspension period is over.
d. Students will be required to meet with the assistant principal or high school dean, at the conclusion of the suspension period.
e. Students will be provided with all make-up work. Two days for each day of absence will be provided for the completion of all make-up work.
f. Students will not be permitted to participate in any school-related activities on the day(s) of suspension, unless authorized to do so by the school administration. This means a student is ineligible to practice, participate or attend any extra or co-curricular activities or events during the school day(s), or during the evening(s) of the suspension period.

9. Exclusion and Expulsion
   a. Exclusion is an action taken by the school board to prevent enrollment or re-enrollment of a student for a period, which shall not extend beyond the school year.
   b. Expulsion is an action taken by the school board to prohibit an enrolled student from further attendance for a period, which shall not extend beyond the school year.
   c. *Exclusion or Expulsion Procedures*:
      No exclusion or expulsion shall be imposed without a hearing unless the right to a hearing is waived in writing by the student and parent/guardian. The school board or its agent shall initiate the action.
      Written notice of intent to take action shall:
      1. Be served upon the student and her/his parent/guardian by certified mail.
      2. Contain a complete statement of the facts, a list of the witnesses, and a description of their testimony.
      3. State the date, time and place of the hearing.
   d. Be accompanied by a copy of Sections M.S. 121A.40 to 121A.56 of The Pupil Fair Dismissal Act of 1999.
   e. Describe alternative educational programs accorded the student prior to commencement of the expulsion or exclusion proceeding.
   f. Inform the student and parent/guardian of the right to:
      1. Have legal counsel at the hearing.
      2. Examine the student's records before the hearing.
      3. Present evidence.
      4. Confront and cross-examine all witnesses.

SECTION 6: CO-CURRICULAR

A. <u>Academic Policy for Co-Curricular Participants</u>

All students must be making progress toward graduation and be in line to graduate with their class. Any high school student who earns an "F" grade for a marking period will become ineligible for two weeks. Any middle school student who earns an "F" grade for a marking period will become ineligible for one week or one event, whichever is longer. An ineligible student, who can prove he/she is passing after the one- or two-week ineligibility period, will become eligible and put on academic probation until the next marking period. If a student slips back to an "F" grade during the probationary period, he/she will become ineligible until the next marking period. Prior to serving a period of ineligibility, an Academic Review Meeting will be held with the student, activities director, and dean of students.

B. **<u>Sportsmanship</u>**

Courtesy, fairness, and respect characterize sportsmanship. It is interpreted in the conduct of the participants, coaches, cheerleaders, school administrators, and spectators. It is with this philosophy in mind that we of Saint Peter High School are striving to maintain and improve upon these qualities through the implementation of our sportsmanship project.

1. Show respect for opponents by:
    a. Standing for opponent's school song;
    b. Avoiding a temptation to boo an opponent's successes.
    c. Sitting in Saint Peter's student area and not in the opponent's section.
2. Show respect for officials, participants and cheerleaders by:
    a. Accepting a referee's judgment call.
    b. Avoiding harassment to the opposing team players or coaches.
    c. Applauding well-performed plays or routines by both Saint Peter athletes and their opponents.
    d. Sitting in the stands and watching -- leaving only at period breaks or at half time.
3. Show respect for the flag by:
    a. Standing for the National Anthem.
    b. Singing the National Anthem.
    c. Removing caps/hats during the National Anthem.
4. Show respect for the adult spectators by:
    a. Being polite to all citizens.
    b. Avoiding running and pushing in the lobby.
5. Show respect for each other by:
    a. Making room for other students to be seated.
    b. Avoiding obstructing each other's view of the performance.
    c. Refraining from making fun of others cheering or singing.
6. Acts of Misconduct
    a. Uses of noisemakers- examples: compressed air horns, whistles, cowbells, and firecrackers.
    b. Use of inappropriate banners or placards.
    c. Throwing of objects – examples: coins, pop cans, folded programs as airplanes.

d. Use of obscene or abusive language that seeks to offend, intimidate, or show prejudice toward a player, official, or spectator.
e. Being on the premises of the scheduled contest while under the influence of alcohol or chemicals.
f. Unauthorized entry into any scheduled contest.
g. Behaving in a manner that violates the sportsmanship code.

7. Should a student be banned from attending events due to inappropriate conduct and/or poor sportsmanship, the following requirements must be fulfilled prior to reinstatement of attendance privileges:
    a. Contact and discuss the breaking of the Sportsmanship Policy with the Activities Director or Principal in a timely manner.
    b. A written apology to all schools involved.
    c. Contact the Big South Conference Executive Secretary to be and allowed back to activities.
    d. In the event that the infraction occurred against a Big South Conference school, the individual must contact and apologize to that school (s) to be reinstated.
    e. In the event that the infraction is against a non-conference school the student must contact a principal to be reinstated.

C. <u>Student Council</u>

1. Senior High School Student Council (Grades 9-12)
   Members are elected toward the end of the previous school year. Each grade level (9-12) will elect 10 representatives. At-large representatives may also be elected later in the school year.
2. Student Representatives
   Students, who correspond with agencies outside of this school, signing or stating that they are representatives of Saint Peter High School, must have the authorization of their advisor or from the building principal.
3. Memorials
   The senior high student council serves as the school organization that sends memorials on behalf of the senior high school to students and families who have suffered the loss of a family member.

D. <u>Change of level of play of athlete</u>

Certain guidelines should be adhered to when considering the change of level of play of an athlete.

1. The coaching staff of that sport shall discuss if the individual athlete is ready for the move to a higher level of competition and whether or not there is a need within the program for such a move.
2. The head coach of that sport shall discuss with the activities director the reasons for wanting to implement such a move and pick up the necessary forms that need to be signed.
3. The head coach shall contact the parent, explain what the move is that they would like to do, and ask if the parent approves the move. If they do not approve, proceed no further.
4. The head coach shall bring the signed paperwork to the activities director for final approval and his signature.

E. <u>Advantages of changing levels:</u>

1. The athlete is challenged to play with and against better competition.
2. He/she may play for a longer season.
3. The frustrations an athlete may have due to the disparity in skill level may be minimized.
4. Athletes will be given an opportunity to advance their skill level in a team sport, just as they can in an individual sport.

F. Disadvantages of changing levels:

1. Parents and athletes of the team in which the athlete is moving to may feel they are being displaced.
2. Athletes/parents from the team the athlete is leaving and team the athlete is going to, could disagree with the move causing socialization issues in school and the community for the athlete.
3. Athletes may feel they are not connected to any team.
4. The team the athlete leaves may lose a role model and an extra teacher to help them develop better skills.
5. Expectations from coaches, parents, teammates and fans may be greater.
6. Increased time commitment, more frequent and later home arrivals after games, split shifts in practice, transportation issues, may negatively impact the athlete's school work and the parental responsibilities.
7. The injury risk factor increases due to increased participation.

G. <u>Activities and Organizations</u>

Activities	Fees
Academic Decathlon	$60
Adapted Bowling Baseball	$60
Basketball (Boys and Girls)	$125
Baseball	$105
Cross Country (Boys and Girls)	$105
First Tech Challenge (Robotics)	$60
*Fishing (Grades 8-12)	*Fee set by association
**Sport currently ran by association. Participants will be held not only to St. Peter Public School policies but additional rules may apply.	
Football	$125
Gymnastics	$125
Golf (Boys and Girls)	$125
Hockey (Boys and Girls) (7-12)	$250
Knowledge Bowl	$60
Math League	$60
Mock Trial	$60
National Honor Society	-
One Act Play	$60
Respecters of Diversity	-
Soccer (Boys and Girls)	$105
Softball	$105
Speech	$60
Student Council	-
Swimming/Diving	$105
Tennis (Boys and Girls)	$105
Theater (Musical, One Act Play, Spring Play)	$60
Track (Boys and Girls)	$105
*Trap	*Fee set by association
**Sport currently ran by association. Participants will be held not only to St. Peter Public School policies but additional rules may apply.	
Volleyball	$125
Wrestling	$125

The activity fee for 7-9 grade participants is $45 regardless of the level in which they compete (except hockey).

There is a maximum $250 fee per season per family (except hockey).

a. Refunds of fees for activities will be made until halfway through the season for those students who cease to participate in the activity.
b. There will be no refund of the activity fee in the event a student becomes ineligible to participate as a result of violation of Minnesota State High School League or Saint Peter High School rules and regulations.

c. Students from families who determine that a fee is prohibitive may make application to the appropriate building level principal for consideration to waive the fee or reduce it to an amount that the family can provide.
d. A maximum of $250.00 per family per season has been established to provide for participation by a number of students from a family (except hockey).

H **Activities Participation Rule**

Students must be in attendance during their afternoon classes, block three and four, in order to participate in any co-curricular activities. This pertains to both practices and events. Special consideration may be given for pre-approved absences. In that event, it is up to the individual student to contact the principal or Activities Director for permission to participate.

I. **Award Policy/Awards of Letters**

1. Awards
    a. First award earned - certificate and chenille letter.
    b. Succeeding awards earned - certificate.
    c. Members of a South Central Conference Championship Team - certificate.
    d. Awards will be presented to the athlete at the Athletic Banquet at the end of each season.
    e. The participants will be invited to the Banquet if they are in good standing according to the Saint Peter High School Athletic code. Athletes who are invited are varsity letter winners, varsity team members and managers.
    f. Spring sports awards will be announced only at the Athletic Banquet, but the individual coaches at the completion of that spring sport will present the awards.
2. Participation required to qualify for a Saint Peter High School Letter
   (During a complete sport season)

Adapted Bowling

a. Participant must play an active part on team for two years

Band

a. Four years participation in grade 9 through 12 band
b. Successful participation (75% of events) in pep and marching band in one school year
c. Superior rating in a solo/ensemble at the regional music concert
d. By the Director's and Activities Director's judgment in special cases

Baseball or Softball

a. Actively participate in one-fourth of the total innings played by the varsity squad during the regular season, or

b. By the Coaches and Activities Director's judgment in special cases.

Basketball

a. Actively participate in one-fourth of the total quarters played by the varsity squad during the regular season. Tournament games do not count as a season game, but tournament halves count toward earning a letter, or
b. By the Coaches and Activities Director's judgment in special cases.

Choir

a. Participate in Solo/Ensemble Concert
b. Be a member of the Chamber Singers
c. Serve as an officer of the choir
d. Serve as an accompanist

Cross Country

a. Perform at the varsity level for at least one half of regularly scheduled meets;
b. By the coaches and Activities Director's judgment in special cases.

Football

a. Actively participate in one-fourth of the total quarters played by the varsity squad during the regular season, or
b. By the Coaches and Activities Director's judgment in special cases.

Golf

a. Perform at the varsity level for at least one half of regularly scheduled meets:
b. By the Coaches and Activities Director's judgment in special cases.

Gymnastics

a. Must place (1^{st}, 2^{nd}, 3^{rd} or 4^{th}) in at least one event. The total times placed by the individual should equal the number of scheduled meets during the regular season
b. By the Coaches and Activities Director's judgment in special cases.

Hockey

a. Must play in one-third of the total periods in the regular season, or
b. By the Coaches and Activities Director's judgment in special cases.

Knowledge Bowl

a. Attend all meets
b. Attend 85% of practices
c. By Advisor and Activities Director's judgment in special cases

Managers

a. Must act as manager for two sport seasons, or
b. By the Coaches and Activities Director's judgment in special cases.

Mock Trial

a. Students need to be involved in two competitions in which they have played one of the following major roles: Attorney, Witness, Plaintiff, Timekeeper.

National Honor Society

a. Students receive a collar upon graduation for maintaining active status in National Honor Society.

Soccer

a. Participate in 40% of total halves played by the varsity squad during the regular season
b. By the Coaches and Activities Director's judgment in special cases

Speech

a. Participate in at least 2/3rds of the invitational tournaments
b. Participate in the subsection tournament if qualified.
c. Earn a minimum of 25 national Forensic League points
d. Practice weekly with a Saint Peter High School coach
e. Pay any invitational fines, if necessary
f. Coaches reserve the right to award a letter in special circumstances.

Student Council

a. Student council members must be making satisfactory progress toward successfully meeting the requirements to graduate with their class from Saint Peter High School
b. Representatives must participate in at least eight activities or committees/projects during the school year
c. Officers must participate in at least five activities or committees/projects during the school year
d. Members at Large must participate in at least 8 activities or committees/projects during the school year
e. No student council members may earn more than two units of detention for behavior/attendance (skipping) reason during the semester or more that four units of detention in any quarter for excessive tardiness
f. No student council member may fail a semester course
g. No student council member may have more than one unexcused absence from meetings during the school year

Swimming

a. Score points equal to the number of meets in which the varsity time participates. Points can be earned during regular meets, and/or conference and sectional meets.
b. By the Coaches and Activities Director's judgment in special cases.

Tennis

a. Must play one-half of the dual meets during the regular season
b. Play in conference meet, section or state meet
c. By the Coaches and Activities Director's judgment in special cases.

Theater (Fall, Spring, One Act Play)

a. Earn 4 Thespian points
b. State entrant in One Act Play
c. By play director or Activities Director’s judgment in special cases

Track

a. Must score points equal to the number of meets in which the varsity team participates during the regular season. These points can be scored during the regular season meets and/or conference and district meets, or
b. By the Coaches and Activities Director's judgment in special cases.

Trap Team

Team member must be in grades 7-12 at Saint Peter Middle/High School AND meet at least one of the following:

a. Finish in the top six (6) on the team for any given week's competition.
b. Finish in the top 20 on the team by average for the season. (Must shoot all competitive weeks)
c. Be ranked in the top 25 of the conference during any given week's competition within their class/gender.
d. Place in the top 100 in their class at the State Tournament.
e. Finish in the Top 100 any given week in the state.
f. Hit 25 targets consecutively in any competition.
g. Average 19 or above for the season. (Must shoot all competitive weeks)
h. Or by the coaches' and the Activities Director's judgment in special cases.

Visual Arts

a. The visual arts competition is open to high school students in grade 9-12 Competition categories include: Sculpture, Drawing, Painting, Mixed Media, Printed Media.
b. Participate in the MSHSL contest

Volleyball

a. Must play in as many games as there are matches, must have played in three-fourths of the matches, exclusive of tournaments, or
b. By the Coaches and Activities Director's judgment in special cases.

Wrestling

a. Must accumulate 16 letter points. Letter points are awarded based on the result of each participant's varsity match. Ex. 9 points are earned for a fall.
b. By the Coaches and Activities Director's judgment in special cases.

J. Special Recognition

The school may hold an assembly to recognize teams or individuals who have participated in state tournaments or meets. Interested community organizations, groups or individuals may participate in this assembly by making such a request to the principal.

K. Wednesday Night Practice/Rehearsal

It is the policy of Independent School District 508 not to hold any type of co-curricular activity or practice after 6:00 p.m. on Wednesdays during the school year. If there are any exceptions, the administration will contact the Ministerial Board.

L. Tournament Attendance Policy

If Saint Peter High School has a team participating in a State Tournament, the following shall apply:

1. Team members who are on the official group which represents Saint Peter High School (team members, statisticians, scorers, etc.) will be excused from the attendance policy on all days of the tournament.
2. Students who are not on the list of representatives to the tournament will be excused from the attendance policy, provided they bring back a ticket stub from the tournament which verifies their attendance and provided that we have a team participating in that specific tournament.
3. Students will not be excused from the attendance policy if Saint Peter High School does not have a team in competition in the tournament. However, the attendance may be excused by a parent for the absence, but it will still count toward the six-day attendance policy.
4. Students may be excused from the attendance policy for attendance at only one tournament per school year. If Saint Peter High School has a team in competition at more than one tournament during the school year (example: football in the fall, basketball in the winter, and tennis in the spring) only one state tournament attendance per school year will be excused from the six-day attendance policy.

M. Activity Tickets

Activity passes can be purchased in the Activities office. The pass will admit patrons to all activities with the exception of the fall play, section, and state tournaments.

N. Minnesota State High School League Rules

Saint Peter High School Eligibility Information for participants in Minnesota State High School League Activities

1. RIGHTS AND RESPONSIBILITIES FOR STUDENTS WHO PARTICIPATE IN MINNESOTA STATE HIGH SCHOOL LEAGUE-SPONSORED ACTIVITIES

a. Students who participate in Minnesota State High School League activities must abide by the guidelines as published in the Minnesota State High School League eligibility information bulletin in the area of athletics, speech, and music. Students will not be permitted to begin participation until the eligibility bulletin is signed by the parents/guardians and the student.
b. Students must attend an information session prior to the beginning of the season that addresses rules and the regulations of participation, including the consequences for the use or possession of mood altering chemicals. Although not mandatory, parents/guardians are expected to attend these meetings with their students.
c. The parent/guardian, by signing the bulletin, agrees to work with the school in monitoring the behavior of their student as it relates to violations of Minnesota State High School League Rules and Regulations.

2. RULES FOR PARTICIPATION

Students who participate in Minnesota State High School League activities shall not, at any time, regardless of the quantity:

a. use, consume, possess, buy, sell, or give away a beverage containing alcohol
b. use, consume, possess, buy, sell, or give away tobacco
c. use, consume, possess, buy, sell, or give away any other controlled substance (it is not a violation for a student to possess a controlled substance specifically prescribed for the student's own use by her/his doctor)
d. use, consume, possess, buy, sell, or give away drug paraphernalia

3. CATEGORY I ACTIVITIES

a. Category I activities at Saint Peter High School include athletic and speech activities.
b. Violations
    1. First Violation

Penalty: after confirmation of the first violation, the student shall lose eligibility for the next two consecutive interscholastic contests or two (2) weeks of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.

2. Second Violation
   Penalty: after confirmation of the second violation, the student shall lose eligibility for the next six (6) consecutive interscholastic contests or four (4) weeks, whichever is greater, in which the student is a participant. No exception is permitted for a student who becomes a participant in a treatment program.

3. Third and Subsequent Violations
   Penalty: after confirmation of the third or subsequent violations, the student shall lose eligibility for the next twelve (12) consecutive interscholastic contests or six (6) weeks, whichever is greater, in which the student is a participant.

If after the third or subsequent violations, the student on her/his own volition becomes a participant in a chemical dependency program or treatment program, the student may be certified for reinstatement in MSHSL activities after a minimum period of six (6) weeks. Only the director or a counselor of a chemical dependency treatment center may issue such certification.

Successful completion of a chemical dependency treatment program will satisfy only the most recent violation. Any other violations for which the penalty has not been satisfied must still be served in full.

d. Penalties are Cumulative
   Penalties shall be cumulative beginning with and throughout the student's participation on any 7-12 grade team or activity.

f. Captain Selection:
   A student who serves a penalty will be ineligible for being a captain for one calendar year including violations committed over the summer months.

g. If a student denies violation of a bylaw, is allowed to participate and is subsequently found guilty of the violation, the student will be disqualified from all interscholastic activities for nine additional weeks beyond the student's original period of ineligibility.

4. CATEGORY II ACTIVITIES

a. Category II activities at Saint Peter High School include band, choir, and drama.

b. Violations
   After confirmation of the violation, the student is ineligible to perform at the next regularly scheduled, class-related performance or event (excluding pep band). Penalties shall be cumulative beginning with and throughout the student's participation in a high school activity. *Serving a Category II suspension does not fulfill a Category I suspension. Serving a Category I suspension does not fulfill a Category II suspension.*

5. GUIDELINES FOR COMPLIANCE WITH MINNESOTA STATE HIGH SCHOOL LEAGUE RULES AND REGULATIONS

a. Any and all reported violations of Minnesota State High School League rules and regulations must be reported to the athletic director or building principal. Coaches, directors, or advisors cannot declare a participant ineligible. Coaches, directors, or advisors are directed to inform people who report violations to them to take their allegations to the athletic director.

b. Participation in co-curricular activities cannot be denied to an eligible student by a coach, director, or advisor.
c. A coach, director, or advisor who directly witnesses a violation or who has a confession of a violation given to him/her is directed to report such an incident to the athletic director or building level principal.
d. Coaches, directors, and advisors are expected to know the school policies regarding the evaluation and suspicion of chemical abuse problems.
e. Coaches, directors, and advisors are expected to act according to their professional judgment at all times.

6. SAINT PETER HIGH SCHOOL CO-CURRICULAR CODE OF CONDUCT

Students from Saint Peter High School who participate in co-curricular activities sponsored by Saint Peter High School are expected to follow the standards of behavior listed below. Although the standards listed below do not carry a predetermined ineligibility penalty, the Board of Education, staff, and administration of District 508 believe that students who represent Saint Peter High School have an obligation to meet the standards listed below:

a. Students are not to involve themselves in behavior that could lead to a criminal charge or court action. Students who are convicted of such a charge during a season of play will have their participation reviewed under the policy stated above
b. Students are not to involve themselves in activities that result in vandalism to Saint Peter High School or any other school that Saint Peter competes against. Students who are involved in vandalism of Saint Peter High School or any other high school against which Saint Peter competes will have their participation reviewed under the policy stated above
c. Students are not to involve themselves with any behavior or action that reflects negatively upon themselves, their team or group, or their school
d. A student who is under penalty of exclusion, expulsion, or suspension or whose character or conduct violates the Code of Conduct is not in good standing and is ineligible for a period of time as determined by the principal.

Code of Conduct Review

In addition to the rules and regulations as stated in the Minnesota State High School League eligibility information bulletin, the following procedure for individual student participation shall apply:

a. In the event a serious problem arises in the areas of academic achievement, behavior, attendance, or citizenship, a staff member may make a request to the principal that the student's participation in that co-curricular activity be reviewed.
b. Upon receipt of this request from a staff member, the principal will call together the activities director, a school counselor, the staff member who made the request, and the director and/or coach of the co-curricular activity in which the student is involved. The student may be present, with a support person whom she/he chooses.
c. Following a review of the case, this group will make a recommendation to the high school principal in regard to the continued participation of the student in the co-curricular activity in which she/he is involved.

7. TRANSFER STUDENTS

Students who transfer to Saint Peter High School from another school and who wish to participate in Minnesota State High School League-sponsored activities must meet specific eligibility requirements. Transfer students who have questions about this policy are encouraged to contact the high school activities director.

SECTION 7: Health and Medication

A. Emergency Care Policy

In the event of an emergency or serious illness, it is the policy of the School District to provide appropriate medical response and to contact the parent/guardian in a timely manner.

In a life-threatening emergency, the school will contact emergency response personnel immediately. The parent/guardian or designated emergency person will be contacted at the same time.

If the situation is not life threatening, but the student requires urgent care and the school cannot contact a parent/guardian or designee, school personnel will transport the student to the Saint Peter Hospital- River's Edge for care. The School District will not provide transportation outside of Saint Peter for care. When parents/guardians arrive at the hospital, they will be able to change health care providers if they so desire. It is the responsibility of the parent/guardian to pay any incurred medical expenses.

B. Injuries or Illnesses/Accident Reporting Procedure/Insurance

1. Injuries and Illnesses
    a. Students should notify the nearest teacher in case of injury, illness or emergency.
    b. Students who become ill should go to the health office. Students who become ill while at school should NOT go to the restroom and sit for the class period. Students who do this will be marked as absent unexcused.
    c. When they are due in a class, students should report to class and obtain a pass before going to the health office. This applies to all visits to the health office *except emergencies*.
    d. Students may not leave the school building for illness without first reporting to the health office and obtaining a student pass. The health office will call the parents/guardians to obtain their permission for the student to leave the building.
2. Accident Reporting Procedure
   Students who suffer injuries from any particular accident should report to their teacher. If the teacher is not available, the student should report to the health office, at which time the proper action will be taken.

C. **Medications**

The School District acknowledges that some students may require prescribed and/or non-prescribed medication during the day. Medication will be administered by the school nurse or her/his designee, such as a trained health assistant, a principal, or a teacher.

1. Prescription and non-prescription medication requires a completed, signed authorization from the student's parent or guardian. The School District may rely on a verbal request from the parent or guardian to administer medication for up to two school days, until written authorization is received.
2. Prescription and non-prescription medication must come to school in the original prescription container. A medication permission form must be completed annually and/or when a change in the prescription occurs.
3. Prescribed medication that is to be taken in school requires a written order from the physician.
4. Medications are generally not to be carried by the student. If an exception is to be made, there must be a written agreement between the School District and the parent. Medications will be left with the appropriate School District representative, except as noted in a written agreement between the School District and the parent. Students are allowed by Minnesota statute to carry inhalers for asthma and epi-pens for allergic reactions.

5. Parents or guardians must notify the school if any change in the student's medication or if the medication is no longer required. For medication dosage changes, the School District must receive written notification from the physician.
6. For drugs or medicine used by children with a disability, administration of medicine may be provided as specified in the individual education plan (IEP).

D. **Physical Examinations**

For the benefit of the individual student and the protection of other students and school personnel, it is the policy of the Saint Peter Public Schools to recommend periodic physical examinations of all students by a licensed physician. The selection of a licensed physician shall be made by the parents or guardians and the examination shall be at their expense.

1. A physical examination is recommended for all students prior to entry into kindergarten.
2. A physical examination is recommended for all students prior to entry into seventh grade.
3. Physical examinations are required prior to participating in interscholastic activities.
    a. The first exam must occur prior to participating in the students first MSHSL activity. Physical exams are required to be updated and on file in the Activities Office every 3 years.
    b. This is a requirement to be eligible to participate in MSHSL activities.
    A student whose parents or guardians object to physical examinations on religious or constitutional grounds shall be exempted from such requirements if a statement signed by the student's parents or guardians requests the exemption and states the ground for the request. A student age 18 or over who objects to physical examinations on religious or constitutional grounds shall be exempted from such requirements by requesting the exemption and stating the grounds for the request in a written statement signed by the student. Exempting a student from the physical examination does not exempt the student from participating in the program of physical education. If such exemption is utilized, the student or parent (depending upon the student's age) shall furnish a written statement to the School District verifying that either the student has no disabilities and can fully participate or, setting forth the disabilities and limitations of the student. These exemptions do not apply to activities governed by the Minnesota State High School League (MSHSL).

Appendix: Policy

The following outlines district policy required by district policy or state statute to be included in student handbooks. All of the district's policies can be found at https://www.stpeterschools.org/page/school-board

Contents:

- **Bullying Prohibition: Policy 514**
- **Distribution of Nonschool-Sponsored Materials: Policy 505**
- **Employment Background Checks: Policy 404**
- **Harassment and Violence: Policy 413**
- **Hazing Prohibition: Policy 526**
- **Student Attendance: Policy 503**
- **Student Discipline: Policy 506**
- **Student Records: Policy 515**
- **Student Surveys: Policy 520**
- **Tobacco-Free Environment: Policy 419**
- **School Meals: Policy 534**
- **Pesticide Application Notice**
- **Lead in School Drinking Water**
- **Language Access for Families**
- **Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information**

514 BULLYING PROHIBITION POLICY
BULLYING PROHIBITION POLICY

[Note: School districts are required by statute to have a policy addressing bullying.]

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

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

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

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

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

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

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

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

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

2. The levels of harm, surrounding circumstances, and nature of the behavior;

3. Past incidences or past or continuing patterns of behavior;

4. The relationship between the parties involved; and

5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in

an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

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

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

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

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

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

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

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

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

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

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. "Malicious and sadistic conduct" means creating a hostile learning environment by

acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

G. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct. .

H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

I. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other

prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three 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 Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;

2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and

5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction

and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents and other community members to develop and implement prevention and intervention programs;

3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;

4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;

5. Teach students to advocate for themselves and others;

6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. This policy must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.

C. This policy must be distributed to each school district or school employee and independent contractor at the time of hiring or contracting.

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. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.

G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota 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 Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

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

B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

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

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

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

1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

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

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

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

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

IV. GUIDELINES

A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.

B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous or slanderous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises or promotes any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

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

1. whether the material is educationally related;

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

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

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

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

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

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

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

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

B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

C. No one shall coerce a student or staff member to accept any publication.

D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.

2. Date(s) and time(s) of day intended for distribution.

3. Location where material will be distributed.

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

B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

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

B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of

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

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

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

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

IX. IMPLEMENTATION

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

404 EMPLOYMENT BACKGROUND CHECKS

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.

B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.

C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minn. Stat. § 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide payment for conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual to provide a criminal background check at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

C. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.

D. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.

E. The individual will be informed of the results of the criminal background check(s) to the extent required by law.

F. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.

G. The school district may apply these procedures to other volunteers, independent contractors, or student employees.

H. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is included with this policy.

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

1. 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.[1]

H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

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, 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.

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.

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

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

D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.

E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.

F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

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

G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.

H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

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

C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.

E. "Student" means a student enrolled in a public school or a charter school.

F. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall

inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.

F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.

C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

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

VII. DISSEMINATION OF POLICY

A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.

B. The school district will develop a method of discussing this policy with students and employees.

503 STUDENT ATTENDANCE

I. PURPOSE

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

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

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session

and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

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

3. Teacher's Responsibility

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

4. Administrator's Responsibility

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

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

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval.

1. Excused Absences

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

[NOTE: This paragraph quotes Minnesota Statutes, section 120A.22.] **[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 120A.22 as indicated above.]**

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

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

d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

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

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

(b) Family emergencies;

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

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

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

(f) Court appearances occasioned by family or personal action.

(g) Physical emergency conditions such as fire, flood, storm, etc.

(h) Official school field trip or other school-sponsored outing.

(i) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.

Other exemptions included in this attendance policy:

(i) Family vacations with prior Principal approval

(ii) Personal trips to schools or colleges with prior Principal approval

(iii) The Building Principal can make exceptions for unexcused circumstances.

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

(3). that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any

week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

[NOTE: Subparagraph 3 above incorporates the 2024 amendment to Minnesota Statutes, section 120A.22, subdivision 12.]

[Note: In 2024, the Minnesota legislature amended Minnesota Statutes, section 120A.22, subdivision 12. The legitimate exceptions set forth above quote this statute. Minnesota law provides that a school board may include other exemptions in the school district's attendance policy. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]

c. Consequences of Excused Absences

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

(2) Work missed because of absence must be made up as indicated in each School's handbook. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

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

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

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

(3) Work at home.

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

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

(6) The building Principal can make exceptions for unusual situations.

b. Consequences of Unexcused Absences

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

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

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

C. Tardiness

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

2. Procedures for Reporting Tardiness

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

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

3. Excused Tardiness

Valid excuses for tardiness are:

a. Illness.

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

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

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

e. Court appearances occasioned by family or personal action.

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

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

4. Unexcused Tardiness

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

b. Parents/guardians of students with excessive tardiness will be notified and an individual behavior plan will be developed with the student support team. Failure to meet these plans may result in disciplinary action

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

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

2. In order to participate in co-curricular activities, students must be in attendance at school the full day of the event/practice unless excused by a doctor's note. Individuals with unexcused absences on the day of the event/practice may not participate.

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

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

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

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

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodations should be directed to the building principal.

IV. DISSEMINATION OF POLICY

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

V. REQUIRED REPORTING

A. Continuing Truant

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

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

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

B. Reporting Responsibility

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

1. That the child is truant;

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

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

4. That this notification serves as the notification required by Minn. Stat. § 120A.34;

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

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

7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;

8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and

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

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.

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

506 STUDENT DISCIPLINE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which

provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

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

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

In view of the foregoing and in accordance with Minnesota Statutes 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. DEFINITIONS

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

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

IV. POLICY

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

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

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

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

1. for a pupil who remains enrolled in the school district or is awaiting enrollment

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

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

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

V. AREAS OF RESPONSIBILITY

A. 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 restrain a student to prevent imminent bodily harm or death to the student or 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 restrain a student to prevent imminent bodily harm or death to the student or 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 to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a

student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

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

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

I. Reasonable Force Reports

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

2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

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

VI. STUDENT RIGHTS

All students have the right:
A. to an education and to learn.
B. to feel safe and included.
C. to think freely and ask questions

VII. 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)

VIII. CODE OF STUDENT CONDUCT

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

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

2. The use of 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. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;

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

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

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

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

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

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

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

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

31. Criminal activity;

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

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

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

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

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

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

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

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

conduct, or indecent exposure;

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

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

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

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

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

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

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

IX. RECESS AND OTHER BREAKS

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

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

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

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

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

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

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

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

F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and

special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

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

X. DISCIPLINARY ACTION OPTIONS

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

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

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

C. Parent contact;

D. Parent conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Financial restitution;

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

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

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

Q. Preparation of an admission or readmission plan;

R. Saturday school;

S. Expulsion under the Pupil Fair Dismissal Act;

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

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

XI. REMOVAL OF STUDENTS FROM CLASS

A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "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 ~~F~~rom 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 from 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 from 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 Minnesota Statutes section 121A.29.
    a. Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes section 121A.26;
    b. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to 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.

O. **Unscheduled Student Removal From Class**

A public school is encouraged to adopt a school policy on parental notification for unscheduled student removal from class. The public school must consult with child abuse prevention experts to incorporate best practices into the school policy. A public school with a policy on parental notification must include the policy in the employee handbook and disseminate information to school staff regarding child abuse prevention in a school setting.

[NOTE: The 2024 Minnesota legislature enacted this provision, which does not require a school board to adopt policy language. School districts may determine whether to adopt policy language.]

XII. DISMISSAL

A. "Dismissal" means the denial of the current educational program to any student,

including exclusion, expulsion and suspension. Dismissal does not include removal from class.

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

The school district shall not dismiss any student without attempting to nonexclusionary disciplinary policies and procedures before dismissal, 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. Disciplinary Dismissals Prohibited

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

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

   b. kindergarten through Grade 3.

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

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

D. Suspension Procedures

1. "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^{th}) consecutive day of suspension or the tenth (10^{th}) 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 Minnesota Statutes section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes section 120B.02, although in a different setting.

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 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, 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.

E. 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, 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, 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 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.

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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

XV. STUDENT DISCIPLINE RECORDS

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

XVI. 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.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes, section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes, section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes, chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

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

The Discipline Complaint Procedure must, at a minimum:

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

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

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

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

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

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

XIX. 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.

XX. 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.

515 STUDENT RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code, section 1232g, *et seq.* (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations, part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minnesota Rules, parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school

district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

1. "Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name, dates of attendance, grade level, enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; and honors and awards received. Directory information does not include:

    a. a student's social security number;

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

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

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

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

2. Under Minnesota law, a school district may not designate a student's or their parent's home address, telephone number, email address or other personal contact information as "directory

information.

E. Education Records

1. What constitutes "education records"

Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute education records

The term "education records" does not include:

a. Records of instructional personnel that are:

(1) kept in the sole possession of the maker of the record;

(2) used only as a personal memory aid;

(3) not accessible or revealed to any other individual except a temporary substitute teacher; and

(4) destroyed at the end of the school year.

b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

(1) maintained separately from education records;

(2) maintained solely for law enforcement purposes; and

(3) disclosed only to law enforcement officials of the same jurisdiction.

c. Records relating to an individual, including a student, who is employed by the school district which:

(1) are made and maintained in the normal course of business;

(2) relate exclusively to the individual in that individual's capacity as an employee; and

(3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:

(1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in

his or her professional or paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education;

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or

4. Perform a task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means *Superintendent, Principal, or district level administrative staff*.

N. Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. "Student" also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

P. Summary Data

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

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

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

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;

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

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

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However,

the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations, section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations, sections 300.610-300.617 with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

   a. a specification of the records to be disclosed;

   b. the purpose or purposes of the disclosure;

   c. the party or class of parties to whom the disclosure may be made;

   d. the consequences of giving informed consent; and

   e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:

   a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and

   b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

   a. identifies and authenticates a particular person as the source of the electronic consent; and

   b. indicates such person's approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual's informed consent to the

release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:

a. in plain language;

b. dated;

c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

d. specific as to the nature of the information the subject is authorizing to be disclosed;

e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;

f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and

g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes, chapter 256B or Minnesota Care under Minnesota Statutes, chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:

a. performs an institutional service or function for which the school district would otherwise use employees;

b. is under the direct control of the school district with respect to the use

and maintenance of education records; and

c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code, section 7917, and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes, section 260B.171, unless the data are required to be destroyed under Minnesota Statutes, section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

a. determine eligibility for the aid;

b. determine the amount of the aid;

c. determine conditions for the aid; or

d. enforce the terms and conditions of the aid.

"Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:

a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or

b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom

the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;

9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 United States Code, section 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action

against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;

14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;

15. To the parent of a student who is not an eligible student or to the student himself or herself;

16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:

    a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;

b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being

needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code, section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

23. When requested, and in accordance with requirements for parental consent in 34 Code of Federal Regulations, section 300.622(b)(2), and part 99, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 13.32, subdivision 5, to include this update.]

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;

2. Pursuant to a statute specifically authorizing access to the private data; or

3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

   a. Minnesota Statutes, section 13.32, subdivision 5; and

   b. 20 United States Code, section 1232g, and 34 Code of Federal Regulations, section 99.37, which were in effect on January 3, 2012.

2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under Minnesota Statutes, section 13.32.

3. A parent's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statutes, section 13.32, subdivision 2.

43. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

[NOTE: This section became effective on the day following final enactment (May 19, 2023). Beginning on the effective date, a student's personal contact information subject to this section must be treated as private educational data under Minnesota Statutes, section 13.32, regardless of whether that contact information was previously designated as directory information under Minnesota Statutes, section 13.32, subdivision 5].

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain

information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.

2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:

   a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;

   b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and

   c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

3. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.

4. A parent or eligible student may not opt out of the directory information disclosures to:

   a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or

   b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

5. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;

3. School presently attended by student;

4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

   a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

   b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or

emotional harm;

c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes, sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes, chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes, chapter 260E, 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 occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for

the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement he or she provided to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes, section 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

   a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

   b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or

   c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota

Statutes, section 121A.40, *et seq*.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

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

B. Data released to military recruiting officers under this provision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;

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

3. copying fees shall not be imposed.

C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority in writing at the beginning of each school year. The written request must include the following information:

1. Name of student and parent, as appropriate;

2. Home address;

3. Student's grade level;

4. School presently attended by student;

5. Parent's legal relationship to student, if applicable;

6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and

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

D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

E. A parent or eligible student's refusal to release the above information to military

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

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

   a. The disclosures meet the requirements of Section VI. of this policy; and

   b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.

2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code, section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

   [NOTE: 42 United States Code, section 14071 was repealed. School districts should retain this statutory reference, however, as it remains a reference in FERPA and the Minnesota Government Data Practices Act and still may apply to individuals required to register prior to the repeal of this law.]

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations, section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;

4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy, and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:

a. the parties who have requested or received personally identifiable information from the education records of the student;

b. the legitimate interests these parties had in requesting or obtaining the information; and

c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:

a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;

b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and

c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations, section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B) or an act of domestic or international terrorism.

[NOTE: While Section XIII.E.1. does not apply to requests for or disclosures of directory information under Section VII. of this policy, to the extent the school district chooses to limit the disclosure of directory information to specific parties, for specific purposes, or both, it is advisable that records be kept to identify the party to whom the disclosure was made and/or purpose for the disclosure.]

4. The record of requests of disclosures may be inspected by:

a. the parent of the student or the eligible student;

b. the school official or his or her assistants who are responsible for the custody of the records; and

c. the parties authorized by law to audit the record-keeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and

b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:

    a. the cost of materials, including paper, used to provide the copies;

    b. the cost of the labor required to prepare the copies;

    c. any schedule of standard copying charges established by the school district in its normal course of operations;

    d. any special costs necessary to produce such copies from machine-based record-keeping systems, including but not limited to computers and microfilm systems; and

    e. mailing costs.

2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the

parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision B. of this section shall:

   a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

   b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes, chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

B. Data practices compliance official means Administrative Assistant to the Superintendent, Kimberley Deming

C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated

thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;

5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and

6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

520 STUDENT SURVEYS

I. PURPOSE

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. § 1232h.

III. STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.

B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.

C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act) and 34 C.F.R. Part 99.

E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for

inspection by the parents or guardians of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;

2. mental and psychological problems of the student or the student's family;

3. sex behavior or attitudes;

4. illegal, antisocial, self-incriminating, or demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

7. religious practices, affiliations, or beliefs of the student or the student's parent; or

8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:

a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains

one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.

c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.
"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

d. The administration of physical examinations or screenings that the school district

may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400, *et seq.*).

e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

(1) "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

(2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

(a) college or other post-secondary education recruitment or military;

(b) book clubs, magazines, and programs providing access to low cost literary products;

(c) curriculum and instructional materials used by elementary and secondary schools;

(d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(e) the sale by students of products or services to raise funds for school-related or education-related activities; and

(f) student recognition programs.

(3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.

a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

b. The notice will provide parents with an opportunity to opt out of participation in the following activities:

(1) Activities involving the collection, disclosure, or use of personal

information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

(2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.

(3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

"Invasive physical examination" means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.

d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

V. NOTICE

A. The school district must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.

B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.

C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present.

This prohibition includes all school district property and all off-campus events sponsored by the school district.

B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

III. DEFINITIONS

A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

B. "Heated tobacco product" means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.

C. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or

accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

F. "Vaping" means using an activated electronic delivery device or heated tobacco product."

IV. EXCEPTIONS

A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony

B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off- campus events sponsored by the school district.

It shall not be a violation of this policy for an Indian adult or student to carry loose tobacco in a tobacco pouch intended for spiritual or cultural ceremonial support with the permission of the student's parent or guardian and the written or verbal notice to the site administrator.

V. VAPING PREVENTION INSTRUCTION

A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.

B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

VI. ENFORCEMENT

A. All individuals on school premises shall adhere to this policy.

B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.

C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.

E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.

F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.

G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

A. This policy shall appear in the student handbook.

B. The school district will develop a method of discussing this policy with students and employees.

534 SCHOOL MEALS POLICY

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

If the school district participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

A. A school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

B. Each school that participates in the free school meals program must:

(1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

(2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch

C. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.

D. When a student has a negative account balance, the student will not be allowed to charge a snack item.

E. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

III. UNPAID MEAL CHARGES

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

C. Negative balances of more than $200, not paid prior to the end of the school year, will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

E. The school district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

IV. COMMUNICATION OF POLICY

A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:

1. all households at or before the start of each school year;

2. students and families who transfer into the school district, at the time of enrollment; and

3. all school district personnel who are responsible for enforcing this policy.

B. The school district may post the policy on the school district's website, in addition to providing the required written notification described above.

C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Pesticide Application Notice

The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15 as to the school district's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, an estimated schedule of pesticide applications (which will be available for review or copying at the school office), and the long-term health effects of the class of pesticide on children can be requested by contacting Seth Putz.

Language Access for Families

We are committed to making sure every student and family has access to important school information. If your family speaks a language other than English, we are here to help you understand and participate fully in your child's education.

- **Interpreters Are Available:** You have the right to an interpreter for important conversations about your child's education, including meetings about:
    - Academic progress
    - Special education services
    - Student placement in programs
    - Behavior or discipline concerns
    - Graduation or course planning

- **Trained Staff:** Our district has trained Spanish and Somali-speaking liaisons to help with interpreting. If you speak another language, we will connect with a professional interpreter through our language-line service.

- **Written Translations:** Important documents—like report cards, special education notices, enrollment forms, and discipline policies—will be translated into your preferred language whenever possible. If something isn't translated, we'll provide an interpreter to explain it to you.

If you need an interpreter or translation, please tell your child's teacher, principal, or school office staff.

DEPARTMENT OF EDUCATION

Statewide Assessments:
Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the Minnesota Academic Standards or the WIDA English Language Development Standards. These standards define the knowledge and skills students should be learning in K–12 districts and charter schools. Minnesota prioritizes high-quality education and statewide assessments give educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA)
MCA and the alternate assessments (Minnesota Test of Academic Skills (MTAS)/Alternate MCA) are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and WIDA Alternate ACCESS for English Learners
The ACCESS and WIDA Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English, based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For Postsecondary Enrollment Options (PSEO) in grade 10.
- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.

English learners who take the ACCESS or WIDA Alternate ACCESS and meet certain requirements, have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions on how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form below. Contact your student's school to learn more about locally required assessments.

Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and WIDA Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any additional consequences for not participating.

Explore the Statewide Testing page for more information.

(education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing)

Additional Information

- On average, students spend less than 1% of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results.

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: _____ Current Grade in School: ____ Student ID Number (if known): _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal: _____

Please indicate the statewide assessment(s) you are opting your student out of this school year:

☐ MCA/MTAS Reading ☐ MCA/Alternate MCA Science

☐ MCA/MTAS Mathematics ☐ ACCESS/WIDA Alternate ACCESS

Contact your school or district for more information on how to opt out of local assessments.

(Note: This form is only applicable for the 20____ to 20 ____ school year.)

Oshawa Learning Academy

at Hoffmann Learning Center

Student Handbook

2025-2026 SCHOOL YEAR

Scan QR code for digital access

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Program Description and Objectives

Mission

The mission of the Oshawa Learning Academy is to facilitate the progress of children with identified mental health needs toward healthy, positive, and responsible functioning in a school setting. We strive to provide the opportunities for children in an atmosphere that is inviting and inclusive regardless of disability, behavior, or cultural differences and that is responsive to each child's strengths and needs.

Our goal is to have all students experience success by providing opportunities for students to grow academically, socially, and emotionally. We are fortunate to have a committed staff of professionals who offer a comprehensive elementary, middle and high school curriculum in areas such as reading, writing, social studies, science, and physical fitness/wellness.

Objectives

1. To establish a child-centered program in cooperation with the Leo A. Hoffmann Center that operates under conditions of mutual accountability, trust, and professional respect.
2. To assist each child in becoming more confident in his ability to learn and become more positive in his attitude toward school.
3. To provide each student the opportunity to improve academic skills necessary to be successful in school.
4. To participate in a system of communication between the Oshawa Learning Academy and the Leo A. Hoffmann Center that maximizes the opportunities for working together to benefit students.

Program Description

The Oshawa Learning Academy is an on-site educational program located within the Leo A. Hoffmann Center serving students identified with severe mental health issues requiring treatment in a Psychological Residential Treatment Facility (PRTF). The program is designed to serve male students in grades 4-12 who are in the PRTF program. The program is staffed with certified teachers from the Saint Peter Public School District (ISD 508) with Special Education oversight provided by the Minnesota Valley Educational District (ISD 6027).

Educational programming is individualized to the students educational and mental health needs but based on the curriculum and standards used at the other Saint Peter Public Schools buildings that serve students in the same grades. Core subjects of math, science, social studies, and English language arts are delivered each day. Specialists in the area of physical education, health, and electives are delivered on a rotation as staffing allows. Students in

grades 9-12 earn credit towards graduation for their classroom achievements. Students receive educational and career planning services through educational services appropriate for their grade level. Students participate in benchmark and state assessments (MCA's) that other students in Saint Peter Schools participate in.

The Oshawa Learning Academy works in close collaboration with the Minnesota Valley Education District (MVED) to provide special education services for students with IEP's in the program. All available records are evaluated when students enroll and special education team meetings are held when students are enrolled to review accommodations and services to ensure they are receiving a free appropriate public education (FAPE).

The Oshawa Learning Academy works in close collaboration with the Leo A. Hoffmann Center, which is delivering the mental health program of treatment to address the mental health needs of the students in the program. Collaboration efforts include providing access to educational staff to families when students are enrolled in the program, weekly collaborative meetings between Oshawa and Leo A. Hoffmann program leaders to discuss student needs and educational programming, and brief, daily collaboration between teachers and supervision staff to discuss the immediate, daily mental health needs of the students in the program.
As recommended by the Leo A. Hoffmann Center as part of each student's plan: students will be released during the school day once per week for an hour of therapy and once per month for an hour-long progress monitoring conference. Every effort will be made to schedule these release times to minimize the impact on the student's education. Additional schedule modifications may be made based on the student's IEP plan and recommendations from the care team at the Leo A. Hoffmann Center.

All teachers are licensed and every effort is made to hire highly qualified licensed teachers in the content area they are assigned to. The program principal will oversee the daily operations of the educational program and program faculty and staff. The principal will be responsible for recruiting, hiring, and evaluating the program faculty and staff. The general oversight of the program will include, but not be limited to: instruction, curriculum, testing, special education, student discipline, and serve and a liaison to the Leo A. Hoffmann Treatment Center.
The school calendar will mirror the calendar used by the Saint Peter School District. It will include approximately 170-175 instructional days and 185 teacher contract days. The Oshawa calendar will be expanded to include 18 days of ESY and/or summer school to meet the needs of students with IEPs and those receiving treatment in a PRTF facility.

SECTION I: Academics

Curriculum & Instruction

Our highly qualified teachers are responsible for the development of the curriculum and for planning the delivery of the curriculum. Classroom paraprofessionals assist in the delivery of the curriculum (carrying out the teacher's plan) and differentiation and support for individual students.

Marking and Reporting Procedure

- Students may receive the full range of marks A-F and I (incomplete) or NC (no credit), provided that the level is identified and recorded.
- Marks are earned on a nine-week basis. Final marks are awarded at the end of each grading period and credit will be determined utilizing the 120 hours = 1.0 credit equation.
- Marks are awarded for academic achievement only. Marks are not to be used in a punitive manner nor are marks to be lowered because of misconduct. This does not mean that points cannot be awarded for performance.
- Teachers must be able to explain to students and parents/guardians the reasons for a particular mark given.
- The teacher should give a reasonable explanation for an abnormal mark distribution.
- Teachers must explain how marks are determined and what is expected of a student who is to receive each of the marks. A handout to students is recommended.
- Students and parents/guardians are to be notified of student progress periodically, as provided by School Board Policy.
- Incomplete marks may be given at the teacher's discretion, but they must encourage students to complete all outstanding work.
- Teachers are to allow appropriate time for daily make-up work or tests that were assigned while the student was absent.
- A student who gives forth to the best of her/his capacity to learn as judged by the professional staff shall be promoted through the school program at the normal rate and shall be given passing marks.
- Teachers record all marks in an electronic class record book that is organized, accurate and legible. This book becomes the official source for the school for student marks.

Academic Integrity

At the Oshawa Learning Academy, we act responsibly, live with integrity and show respect. We hold our students to the highest standards of performance and integrity and expect each

student and staff member to maintain these standards and strive for continuous improvement. We expect our students to take responsibility for their actions and thus maintain academic integrity and a respectful learning environment for our school.

To act with academic integrity, students must value and demonstrate positive regard for:

- Intellectual honesty
- Personal truthfulness
- Learning for its own sake
- The creation and work of others

Academic integrity is achieved when a student:

- Takes full credit for his own work and gives full credit to those who have helped or influenced him.
- Represents his own work honestly and accurately.
- Collaborates with other students only as specifically directed or authorized.

Student behaviors that promote genuine student achievement include:

- Organization - Keep class notes and materials in a folder that is easily accessible.
- Self advocacy - Seek help from teachers. Ask for clarification.
- Take risks - Learning is difficult work and students must be willing to try new things in order to learn skills and obtain new knowledge

Academic Integrity Violations

Violations may result in earning a zero on an assignment.

- Cheating: Seeking to obtain credit or improved scores through the use of deception.
    - Ex: copying homework, looking at another student's quiz or test
- Facilitation: Helping another student obtain credit or improved scores through the use of deception.
    - Ex: Allowing another student to copy your homework, reporting to other students what is on a test or quiz, working together with another student and submitting the same answers without instructor approval.
- Falsification: Fabrication.
    - Ex: Misrepresenting yourself in any way to your teacher regarding the work you have done, saying you turned in an assignment when you have not, making up information or data in a paper or project.
- Plagiarism: Representing the words or ideas of another as one's own in a paper or assignment.
    - Ex: Copying information from printed or digital sources and pretending the words are your own writing.

Graduation Requirements

The Minnesota Graduation Standards define what it is students should know and be able to do as a result of a Kindergarten through 12th grade education. The Graduation Standards provide the goal towards which both teachers and students are working. They become the focus on which assessment, curriculum and instruction are designed to ensure that all students receive a variety of educational opportunities which move them closer to the goals of being: purposeful thinkers, effective communicators, self-directed learners, productive group participants and responsible citizens.
Saint Peter High School requires students to earn 27 credits for a diploma. All students must satisfactorily complete all credit and course requirements before they will be allowed to participate in the commencement ceremony for graduation. These requirements include:

- Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- Four credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- 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;
- 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;
- One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts;
- One credit of Physical Education sufficient to satisfy all of the state or local academic standards in Physical Education;
- One-half credit of Health sufficient to satisfy all of the state or local academic standards in Health; and
- A minimum of nine elective credits.

The basis of a credit course (1.0 credit) in grades nine, ten, eleven, and twelve shall be the satisfactory completion of a course on the secondary level covering a minimum of 120 clock hours.

If students leave Oshawa Learning Academy prior to graduation, academic records, including clock hours and credits, will be sent to the transfer district.

Students that earn a minimum of 2.0 credits in a state approved alternative program are eligible to waive the following credits and meet the requirements of graduation.

- One math credit may be waived. The state requirements are three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
- One science credit may be waived. The state requirements are three credits of science, including at least: (1) 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;
- Two elective credits may be waived; a minimum of seven elective credits must be earned.

Diploma

In order to earn a diploma, students must have completely finished all credit and graduation requirements set forth by the state of Minnesota and ISD 508. Oshawa Learning Academy will recognize the students that earn a diploma with a celebration but the school does not conduct a formal commencement ceremony. All obligations (books returned, fines paid, detention completed, etc.) must be cleared at the time students get their diploma.

Assessments

State Testing

The Minnesota Comprehensive Assessments (MCA) are state tests in reading, mathematics, and science that are used to meet federal and state legislative requirements. The tests are administered every year to measure student performance relative to the Minnesota Academic Standards that specify what students in a particular grade should know and be able to do.

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form is available online: https://education.mn.gov/mde/fam/tests/

Students at Oshawa Learning Academy participate in the following required state assessments:

- MCA Reading: Grades 3-8 and 10
- MCA Mathematics: Grades 3-8 and 11
- MCA Science: Grades 5 and 8

College Admission and Prep Exams

Oshawa Learning Academy strives to prepare students for their individual goals and aspirations. For many students, this includes post-secondary education. Students in grades 8-10 may take the PreACT one time each year. PreACT assessments are multiple-choice and provide students an early measure of College and Career Readiness while serving as a practice opportunity for the ACT® test.

Students in grade eleven will have the opportunity to take the ACT on a designated district-testing date if they are enrolled at time of assessment registration. The cost of the exam is covered for students who qualify via the MN Educational Benefits Application.

Students may also have the opportunity to take the ASVAB during the school day. The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success.

SECTION II: Attendance

Importance of Attendance

Regular attendance is absolutely essential to progress in schoolwork. Students should develop the habit of being on time and prepared for the day's work. The Leo A. Hoffmann Center, families and students are expected to cooperate and communicate in the matter of attendance.

Leo A. Hoffmann Center staff must communicate with the school if a student is going to be absent from school for one or more days.

Valid Absences and Exceptions

If a student must miss school, the unit supervisor must make contact with the school office in order to verify/excuse the absence. If no answer, leave a message with a short description of who you are and why the student will be absent from school (a written description will also be accepted). Please do your best to call the school the morning of the absence. Doing so will help us ensure that all students are safe and accounted for. Absences will be marked unexcused until a parent/guardian has contacted the school.
Although excusing absenteeism and tardiness is at the discretion of the principal, the following reasons are valid and should be used by unit staff and students as guidelines:

A. Illness.
B. Serious illness in the student’s immediate family.
C. A death or funeral in the student’s immediate family or of a close friend or relative.
D. Medical, dental, or orthodontic treatment, or a counseling appointment.

E. Court appearances occasioned by family or personal action.
F. Religious instruction not to exceed three hours in any week.
G. Observance of religious events
H. Physical emergency conditions such as fire, flood, storm, etc.
I. Official school field trip or other school- or Leo A. Hoffmann- sponsored outing.
J. Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
K. Family emergencies.
L. Active duty in any military branch of the United States.
M. A student's condition that requires ongoing treatment for a mental health diagnosis.
N. The building principal can/may make exceptions for unusual situations.
O. Family vacations with prior Principal approval; personal trips to schools or colleges.

Early Dismissal Procedure:
Students frequently have appointments for medical, dental and mental services during the school day. Staff members from the Leo A. Hoffmann Center also have the authority to remove a student for behavior or potential escalation of emotions or behavior. If a student needs to leave for an appointment or by recommendation of Leo A Hoffmann Center staff, students must sign out in the office. The Leo A. Hoffmann Center staff member must sign students out and in. This is managed in the main school office.

Absence Procedure:
1. Unit staff call (507-934-9820) or email (jsmith@stpeterschools.org) the school office the morning of absence to verify/excuse the absence.
2. Upon his or her return to school, the student will collect their assignment sheet and missing assignments from their homeroom teacher.

Release Time for Therapeutic Services

As recommended by the Leo A. Hoffmann Center, students will be released during the school day once per week for an hour of therapy and once per month for an hour-long progress monitoring conference. Every effort will be made to schedule these release times to minimize the impact on the student's education. Additional schedule modifications may be made based on the students IEP plan and recommendations from the care team at the Leo A. Hoffmann Center.

Truancy and Unexcused Absences

Definition of Truancy: A child's willful absence without lawful excuse from one or more class periods on seven different school days.

- For a child ages 12-17, the absence from school is presumed to be truancy, due to the child's willful intent to absent themselves from school.

Absence from school without parent's/guardian's or school's permission is truancy. Truancy of students under the age of 18 will be reported to the county, and students will be classified as "Habitually Truant" unless lawfully withdrawn from school.

Tardiness

Students who are more than 15 minutes late to a class will be marked absent, not tardy.

Elopement

Elopement (leaving school without permission) is an unexcused absence. If a student elopes from the classroom, unit staff will follow him. If unit staff are not present, a classroom paraprofessional will follow the student and school staff will call for back-up. This person or another adult in the classroom should immediately alert the support team of the student's elopement through a call or walkie talkie. This communication should include what is happening (where the student is located, if they are walking, running, crying, etc.). When communication is initiated, the principal or principal's secretary will immediately go to the front doors of the building.

1. The team will communicate when the student is secure and debrief if the plan was effective.
2. Unit staff and teachers will discuss a plan for safe return to school. Students should return at the start of a class period to minimize disruption to learning.
3. The incident should be documented and parents/unit staff should be informed,

Medical Excuses for Physical Education

In order for a student to be excused from PE class, he must bring a signed excuse from a doctor or nurse (including the treatment center medical staff) explaining the nature of the injury, and how many days the student should be excused from class. This communication may also be sent directly to the Phy Ed teacher via email.

If the student does not have a signed excuse from a doctor or nurse, they will be expected to go to the PE class and participate to the best of their ability. It would be helpful if the unit staff would let the case manager know if a student has been having problems with an injury that the nurse or a doctor has not seen, so that the PE teacher can be notified before class.

SECTION III: Expected Behavior & Policies

Student Rights

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

Student Responsibilities

All students have the responsibility:

1. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
2. To attend school daily, except when excused, and to be on time to all classes and other school functions;
3. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
4. To make necessary arrangements for making up work when absent from school;
5. To assist the school staff in maintaining a safe school for all students;
6. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
7. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
8. To be aware of and comply with federal, state, and local laws;
9. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
10. To respect and maintain the school's property and the property of others;
11. 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;
12. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
13. To conduct themselves in an appropriate physical or verbal manner; and
14. To recognize and respect the rights of others.

Code of Student Conduct

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.

The School Board considers the following behaviors to be unacceptable behaviors that may be subject to disciplinary action.

1. Acts of dishonesty.
2. Any criminal activity or violation of the law.
3. Attendance issues, including failure to attend class, tardiness, and leaving class without permission.
4. Cheating and plagiarism.
5. Damage to or misuse of property, including misuse of technology or use of technology in a way that causes property damage
6. Failing to follow the instructions of an administrator, teacher, or other School District representative.
7. Gang activity.
8. Inappropriate physical contact with another person, as well as acts of physical aggression, fighting, horseplay and play fighting.
9. Possession, distribution, or use of alcohol, drugs, and tobacco (including look alike substances and synthetic substances) or paraphernalia.
10. Possessions of weapons (as defined in School Board Policy 501) explosives, incendiary devices, or any type of combustible substances.
11. Substantially interrupting the learning environment.
12. Sexual misconduct and sexual assault.
13. Theft.
14. Threats of violence.
15. Trespassing.
16. Using language that is not appropriate in a school setting or possessing materials containing language that is not appropriate in a school setting. Inappropriate language includes abusive, profane, obscene, or threatening language. Inappropriate language also includes language that constitutes cyberbullying, bullying, discrimination, harassment, or hazing. Teasing and name-calling may also be considered inappropriate language.

Anti-Discrimination Policy

It is the intent of the School Board Policy to comply with federal and state law prohibiting discrimination to the end that no person shall, on the grounds of race, color, national origin, creed, religion, sex, marital status, status with regard to public assistance, age or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program; or in employment or recruitment, consideration or selection thereof; whether full-time or part-time, under any educational program or activity operated by the district for which it receives federal financial assistance.

The School District has a written plan to help assure that curriculum and materials, which are used in the district educational program, are designed to insure that staff and student gain an understanding and appreciation of diverse persons. In addition, special emphasis is placed on understanding the cultural diversity of the United States of America. A complete copy of this plan is on file at the district office.

Bullying Prohibition

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.

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

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

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

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

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.

Harassment and Violence

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.

Hazing Prohibition

Hazing activities of any type performed by students, teachers, administrators, volunteers, contractors, or other employees of the school district are inconsistent with the educational goals of the school district and are prohibited at all times.

Nondiscrimination

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs or activities. The school board has designated school social worker, Kelly Jensen, 2121 Broadway Ave, St. Peter, MN 56082, 507-934-4212, as the district human rights officer to handle inquiries regarding nondiscrimination.

Notice of Violent Behavior by Students

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

Drug Free School and Workplace

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

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

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

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

A limited exception to the tobacco prohibition exists for adult members of an Indian tribe, as defined under Minnesota law, who may light tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony.

Bus Transportation Policy

The development of this policy is based on the state law that says riding a school bus is a privilege and not a right. This policy will be a part of the Oshawa Learning Academy Student Handbook although students are rarely transported by the school district.

School Bus Rules

The School District school bus safety rules are to be posted on every bus. If these rules are broken, the School District's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the School District's Transportation Office/School Office.

Expectations while boarding the bus

1. Respect the property of others while waiting at the bus stop.
2. Keep your arms, legs and belongings to yourself.
3. Use appropriate language.
4. Stay away from the street, road, or highway when waiting for the bus.
5. Wait until the bus stops before approaching the bus.
6. After getting off the bus, move away from the bus.
7. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
8. No fighting, harassing, intimidating, or horse playing.
9. No use of alcohol, tobacco, or drugs.

Expectations on the Bus

1. Follow the driver's direction right away.
2. Sit in the seat facing forward.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs, and belongings to yourself.
6. No fighting, harassment, intimidating, or horse playing.
7. Do not throw any object.
8. No eating, drinking, or using tobacco or drugs.
9. Do not bring any weapon or dangerous objects on the school bus.
10. Do not damage the school bus.

Consequences

School bus misconduct or any incident that affects the safety of individuals on the bus, including the driver and the supervising adults, the student responsible will be given a written warning by the bus driver. Copies of the written warning will be distributed to the student's case manager and unit supervisor.

1. The first time an incident occurs the student may be suspended from riding the bus for one ride. He may be transported by the Leo A. Hoffmann Center.

2. The second time an incident occurs the student may be suspended from riding the bus for up to five events. He may be transported by the Leo A. Hoffmann Center.
3. The third time an incident occurs the student may be suspended from riding the bus for the remainder of the quarter or until the multidisciplinary team has determined that the student can behave on the bus in a manner that does not endanger the safety of other bus riders.

Student Appearance

The policy of the school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

Appropriate clothing includes, but is not limited to, the following:

1. Clothing appropriate for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing appropriate for the activity (i.e., physical education or the classroom).

Inappropriate clothing includes, but is not limited to, the following:

1. Clothing that is not in keeping with community standards.
2. Clothing bearing a message that is lewd, vulgar, or obscene.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in the district's harassment and violence policy.
5. Any apparel or footwear that would damage school property.

The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.

When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.

Halloween Costumes

It is our policy as a secondary school that Halloween festivities happen at student's residential units, not at school. Therefore, students will not be allowed to come to school in costumes or make-up. It is disruptive to the education process to have students in costumes or make-up at school.

Violations of other School Board Policies

may also result in disciplinary action. Full policies can be found online.

A. School Board Policy 102, Equal Educational Opportunity;
B. School Board Policy 417, Chemical Use and Abuse;
C. School Board Policy 419, Tobacco-Free Environment;
D. School Board Policy 501, Weapons;
E. School Board Policy 502, Search of Student Lockers, Desks, Personal Possessions, and Student's Person;
F. School Board Policy 505, Distribution of Non-School Sponsored Materials on School Premises by Students and Employees;
G. School Board Policy 521, Student Disability Nondiscrimination;
H. School Board Policy 527, Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches;
I. School Board Policy 528, Student Parental, Family and Marital Status Nondiscrimination;
J. School Board Policy 536, Student Internet Acceptable Use and Safety Policy;
K. School Board Policy 627, Academic Honesty;
L. School Board Policy 709, Student Transportation Safety.

SECTION IV: Guidelines & Procedures

Animals in the Classroom

Requests for bringing animals to the classroom require prior approval from the building principal. The request should include the educational purpose, proof of animal health records, as well as guardian consent for each student in the classroom. The consent form will be distributed prior to approval and will include acknowledgement of any known student allergies. If consent is not granted, reasonable accommodations will be made when appropriate. If the animal is staying for an extended time, the teacher is responsible for submitting an animal care plan, which should include allocated responsibility in the event of an absence. The school reserves the right to deny an animal request at any time.

Background Checks

Background checks are completed on all employees, anyone that provides an extended service involving students in our school district, and parent chaperones/volunteers when students will be left under the supervision of a chaperone (i.e., field trips).

Complaints

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

Distribution of Non School-Sponsored Materials on School Premises

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

Emergency Drills

Regulations require that emergency drills be conducted during the school year. By law, we are required to run five (5) fire drills, five (5) lockdown drills, and one (1) severe weather drill. When the alarm sounds, each class will follow the directions outlined by the teacher. By practicing emergency procedures, we will be better able to respond if/when an emergency occurs.

Emergency & Crisis Response

All school faculty and staff assigned to the program will be annually trained and certified in CPI. The Leo A. Hoffmann uses CPI for behavioral and crisis intervention protocols. School staff and faculty will follow emergency management policies, school district policies, and Leo A Hoffmann Center policies when addressing crises. Proactive crisis prevention will be relied on by meeting daily and weekly with Leo A Hoffmann staff to inform school staff of the student's immediate mental health needs and potential crisis triggers. Each classroom will be provided with emergency communication equipment to immediately alert Leo A Hoffmann Center staff to assist in crisis and emergency situations.

Fire extinguishers, smoke/heat sensors, and fire alarms are apparatus which are to only be used in the event of emergencies. People who intentionally isuse this equipment will be referred to the proper authorities.

Emergency Evacuation Procedures

Fire Emergency

1. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all students have passed out of the room. If there is time, teachers are to close doors and bring class rosters with them.
2. As soon as the alarm is sounded, students should rise and pass in a rapid, orderly manner from the room by the exit used for regular dismissal. An orderly dismissal with minimal talking is expected. Maintaining a minimal noise level will allow for emergency instructions or changes in regular procedure to be heard. The first students to arrive at any exit should hold the door open until teachers arrive to relieve them.
3. Students will not take their coats, jackets or books with them.
4. As soon as all students have exited the building, the teachers will take their positions at the exit from which the students exited and under no circumstances allow any of them to enter the building until the "all clear" has been given by the designated staff.
5. Have students move into the parking lots. The space near the building should be absolutely clear. Students should return to the building after a drill by the same route that they left the building. If evacuation is extended, students and staff should go to the LAHC Family Center.
6. Where to go from classrooms: Each room will have a fire escape assignment posted in the room and teachers will explain fire drill exit procedures during the first week of school.
7. Do not leave the school grounds during a drill or emergency unless you are directly supervised by a high school staff member.

Armed Intruder

Students and staff will follow ALICE training protocol in the event of an armed intruder.

Civil Defense Alert

Students will be sent back to the Leo A. Hoffmann Center if official civil defense communications indicate there is sufficient time before dangerous conditions develop. (Information will be released by the proper authorities to all communications media). In case conditions will not allow time for students to be dismissed, students will be assembled in designated areas in the building.

Tornadoes

Public warning signal: 5 minutes steady blast on the civil defense siren and repeated if necessary. Staff should proceed with all students to pre-designated tornado shelter. Students should sit down and cover their heads.

Emergency Procedures For Serious Accidents

1. Do a primary survey of scene and person
2. Check airway, breathing, and circulation -- ABC's
3. Check for bleeding, start first aid
4. Send for assistance. DO NOT leave injured person unattended
5. Determine the need for immediate medical attention
6. Instruct someone to CALL 911
7. Notify principal and school nurse at appropriate time
8. Complete incident/injury report
9. No injured person is to be sent home without prior approval or supervision.

Parent/emergency contact must be notified.

Fees and Fines

No student shall be required to pay a fee for a required program, project, or activity that occurs during the regular school year.

Fees may be charged in the following areas:

A. In any program where the resultant product, in excess of minimum requirements and at the student's option, becomes the personal property of the student.
B. Admission fees or charges for extracurricular activities where attendance is optional.
C. A parking permit fee for any vehicle using the school's parking lot.
D. A security deposit to assure the return of materials, supplies or equipment.
E. Personal physical education and athletic equipment and apparel.
F. Items or products that are purchased for personal use, such as, student publications, class rings, annuals and graduation announcements.
G. Fees specifically permitted in any other statute.
H. Field trips considered supplementary to a district's educational program and not required or graded.
I. Any authorized voluntary student health and accident benefit plan.
J. For use of musical instruments that the district owns or rents.
K. Students may be required to furnish personal or consumable items including pencils, papers, pens, erasers and notebooks.
L. Fees may not be charged in the following areas:

a. Textbooks, workbooks, art materials, laboratory supplies and towels.
b. Supplies necessary for participation in any instructional course except as specifically authorized.
c. Field trips that are required as a part of a basic educational program or course.
d. Graduation caps, gowns or any other specific form of dress necessary for the educational program.
e. Instructional costs for necessary school personnel employed in any course or educational program required for graduation.
f. Library books required to be utilized for any educational course or program. (A fee may be charged for lost books).
g. Admission fees, dues or fees for any activity the student is required to attend.
h. Any admission or examination cost of any required educational course or program.
i. Locker rentals. (A deposit for a padlock or key is permissible)

Field Trips

Occasionally certain classes offer opportunities for students to visit sites outside the school that are related to the course. These opportunities are a privilege and may be denied for just cause. It is required that students return the signed "permission slip" to their teacher before they leave on the field trip. Only school-authorized transportation will be used and at least one faculty member will chaperone each vehicle used for the field trip.

General Security

The front door will be locked at all times throughout the day. Visitors must be preapproved by the principal or a teacher. Visitors must check in at the main office and wear a nametag in the building. Students and visitors are not allowed in the mail and copy room.

Gifts to School District Employees

The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia. Employees may accept items of insignificant value of a promotional or public relations nature. The superintendent has discretion to determine what value is “insignificant.”

Lost and Found

Lost and found articles are located in the school office. Students are encouraged to check this area for items that may have been lost. Unclaimed items will be donated at the end of the school year.

Messages and Calls from Home

Except in cases of emergency, the office does not call students out of classes when parents leave messages for their student.

Parent Right to Know

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

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Pledge of Allegiance

The School Board recognizes the need to provide instruction in the proper etiquette, display, and respect of the United States flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end. Students in this School District shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted by each individual classroom teacher or the teacher's surrogate; or over a school intercom system by a person designated by the school principal or other person having administrative control over the school. Any student or teacher may decline to participate in recitation of the Pledge of Allegiance to the flag. Others must respect the choice not to recite the Pledge. Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag. Students will also be instructed in patriotic exercises.

Reporting to Parents

It is School District policy to inform parents at regular intervals of their student's attendance, academic, and disciplinary matters. Consequently, the following reports will be available at appropriate times to parents:

Attendance

Notices of irregular attendance practices will be forwarded to parents/guardians at appropriate intervals. Should poor attendance continue, a conference with the student's parents/guardians will be necessary. Continued poor attendance could result in the student's forfeiting credit in the particular class.

Academic Reports

The grading system is A, B, C, D, F, No Credit and Incomplete. Report cards will be mailed to parents/guardians at the end of each grading period. Academic progress reports are available throughout the school year by request.

Parent conferences will be held during each school year. The dates for parent conferences are noted in the school calendar.

Discipline Referrals

Whenever any form of disciplinary action is necessary, a discipline referral will be sent to the parents/guardians informing them of the misconduct as well as the administrative action taken.

School Closing Procedures

School closing: In the event of bad weather, school closings and late start announcements will be made over local television and radio stations beginning about 6:30 a.m. The same local media will be used if school must be dismissed early. The Leo A. Hoffmann Center staff may choose not to send their clients to school if, in their estimation, the weather is too severe and school has not been closed.

Flexible Learning Day: Saint Peter Schools utilizes Flexible Learning Days. The term “Flexible Learning Day” refers to a day when school is canceled due to inclement weather and students participate in curriculum-aligned learning opportunities at home.

1. Teachers and students at Oshawa Learning Academy will utilize Flex Learning Day folders to participate in learning opportunities.
2. Student folders will be delivered to the Leo A. Hoffmann Center Administrative office by 10:00 am for pick-up.

3. Teachers will be available by email for questions from 10:00 am - 3:00 pm.
4. Flexibility on assignment deadlines will be granted for students with limited or no access.

Student Records

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purpose of students records, an “eligible” student is one who is 18 or older or who is enrolled in an institution of post-secondary education. For more information on the rights of parents/guardians and eligible students regarding student records, see full board policy.

Student Surveys

Occasionally, the school district utilizes surveys to obtain students' opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection, and use of information for marketing purposes, and certain physical examinations, see full board policy.

Searches

Equipment that belongs to the school district may be used by students at their convenience. The school insists that designated student space be properly cared for and not used for the storage of illegal items such as firearms, liquor, cigarettes, illegal drugs, etc.

Student Rights

1. A search of a student's person should be limited to a situation where the administration has reasonable belief that the student is concealing evidence of an illegal act or school rule violation.
2. Dangerous items (such as firearms, weapons, etc.) and other items, which may be used to substantially disrupt the educational process, will be removed from the student's possession.
3. A general inspection of school properties including, but not limited to, student designated spaces or desks may be conducted on a regular basis. Illegal items and items belonging to the school or another person will be seized.
4. All items seized may be returned to the proper authorities or the true owner.
5. Students may be given the opportunity to be present when a search of personal possessions is conducted if there is no reason to believe that their presence would be a threat to the safety of themselves or others.

6. When a custodial interrogation takes place in school by a law enforcement official or police officer, students should be advised of their rights by the proper authority, including the right to counsel and the right to remain silent.
7. Designated student spaces may be searched by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant. This is 1995 Minnesota Legislation (HF107, Article 3, Sec. 10-12).
8. It is a policy of the state of Minnesota (Subdivision 1) that school lockers/cubicles are the property of the school district. At no time does the school district relinquish its exclusive control of lockers/cubicles provided for the convenience of students. Inspection lockers/cubicles may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. These searches may be carried out by a specially trained dog. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to the students whose locker/cubicle were searched unless disclosure would impede an ongoing investigation by police or school officials.
9. School principals will conduct periodic inspections of the school space. These inspections may be announced or unannounced and may be carried out using specially trained dogs to sniff out and alert staff to the presence of substances prohibited by law or district police.

Grievance Procedure

In an attempt to give our students an opportunity to present legitimate grievance, they may have access to the following grievance procedure, which has been adopted:

1. A student with a particular grievance or complaint is urged to first try to resolve the problem with the other party involved on a one-to-one basis (i.e., grades, discipline, school policy, etc.).
2. If the problem cannot be resolved at level one, the student should then bring that problem to the attention of the principal who will call together the grievant and the other party involved to attempt to mediate and resolve the problem.
3. If, after the final decision of the principal, the grievant still believes the problem is unresolved, further appeal may be granted through request made to the principal for review by the Superintendent of Schools.

SECTION V: Health and Medication

Emergency Care Policy

In the event of an emergency or serious illness, it is the policy of the School District to provide appropriate medical response and to contact the parent/guardian in a timely manner.

In a life-threatening emergency, the school will contact the Leo A. Hoffmann Center nursing staff and emergency response personnel immediately. The parent/guardian or designated emergency person will be contacted at the same time.

If the situation is not life threatening, but the student requires urgent care and the school cannot contact a parent/guardian or designee, school personnel will transport the student to the Saint Peter Community Hospital for care. The School District will not provide transportation outside of Saint Peter for care. When parents/guardians arrive at the hospital, they will be able to change health care providers if they so desire. It is the responsibility of the parent/guardian to pay any incurred medical expenses.

Immunizations

All students must provide proof of immunization or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact the school nurse. eatening, but the student requires urgent care and the school cannot contact a parent/guardian or designee, school personnel will transport the student to the Saint Peter Community Hospital for care. The School District will not provide transportation outside of Saint Peter for care. When parents/guardians arrive at the hospital, they will be able to change health care providers if they so desire. It is the responsibility of the parent/guardian to pay any incurred medical expenses.

Injuries or Illnesses/Accident Reporting Procedure/Insurance

Injuries and Illnesses

1. Students should notify the nearest teacher in case of injury, illness or emergency.

2. Students who become ill should go to the principal’s office or the nurse’s office. Students who become ill while at school should NOT go to the restroom and sit for the class period. Students who do this will be marked as absent unexcused and detention will be assigned.
3. When they are due in a class, students should report to class and obtain a pass before going to the nurse's office. This applies to all visits to the school nurse except emergencies.
4. Students may not leave the school building for illness without first reporting to the principal's office and obtaining a leave school permit. The nurse or principal's office will telephone the parents/guardians to obtain their permission for the student to leave the building.
5. Attendance in the nurse's office counts as an absence from class.

Accident Reporting Procedure

Students who suffer injuries from any particular accident should report to their teacher or immediate supervisor. If the supervisor is not available, the student should report to the principal's office, at which time the proper action will be taken.

Notification of Health Office and Parents

Any adult on school staff has the responsibility to notify the Leo A. Hoffmann Center health office of an injury to any student, staff or visitor on school grounds.

Treatments or medications can only be given with signed permission of a physician and parent. When the injured or ill person is placed in the care of the family or emergency medical response team, the school's responsibility is fulfilled. The name of each person's health care provider is recorded on the health and emergency cards.

Student Medication

The purpose of this policy is to set forth the provisions that must be followed when administering medication to students.

The school district acknowledges that some students need prescribed medication. Medication will be administered only by the Leo A. Hoffmann center staff. The only exception to this is if a student has a Leo A. Hoffmann Center Authorization for Self-Administered Medications on file which would allow students to administer their own medications. These forms are typically allowed only for emergency medications such as inhalers or Epi pens.

Requirements

1. Medications are generally not to be carried by the student. Emergency medications are typically stored with the classroom teacher or in the school main office.

2. The Leo A. Hoffmann Center nurses and the school secretary shall be responsible for the filing of medication administration forms in the student health record section of the student file. The school secretary shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.

First Aid Recommendations

In the event of an injury/or medical emergency, contact the Leo A. Hoffmann Center nurse office. The nurse will respond and make the determination if the building first aid team needs to respond.

- 507-761-8458 (cell)
- 507-934-7784 (office 1)
- 507-934-7743 (office 2)

Physical Examinations

For the benefit of the individual student and the protection of other students and school personnel, it is the policy of the Saint Peter Public Schools to recommend periodic physical examinations of all students by a licensed physician. The selection of a licensed physician shall be made by the parents or guardians and the examination shall be at their expense.

1. A physical examination is recommended for all students prior to entry into kindergarten.
2. A physical examination is recommended for all students prior to entry into seventh grade.

Exempting a student from the physical examination does not exempt the student from participating in the program of physical education. If such exemption is utilized, the student or parent (depending upon the student's age) shall furnish a written statement to the School District verifying that either the student has no disabilities and can fully participate or, setting forth the disabilities and limitations of the student.

SECTION VI: Technology

Through the Saints Digital Learning Initiative, Saint Peter High School continues its commitment to offering students and teachers access to best-practice strategies and modern equipment to improve the classroom experience.

Acceptable Use of Computers

It is the general policy that all computers used throughout Saint Peter Public Schools are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to the policy and the guidelines of the use of computers will result in the revocation of access privileges.

Students who intend to utilize the Saint Peter School District network and Internet connection will need to sign an Acceptable Use Statement at the beginning of their enrollment. This statement will be on file and can be found on the district website.

Devices & Internet

If Chromebooks or iPads are utilized, teachers must make frequent rounds to check on students' activities. Teachers will sit where they can be watching students on devices at all times.

Protocols for Classroom iPad/Chromebook Use

- Student is assigned numbered Ipad
- Student chooses game, teacher puts on guided access
- While in use, the screen is visible to the teacher or the teacher is monitoring through a program like Securely.
- Teacher collects devices and history is checked before placed back in charging station
- Teacher wipes down screen to remove fingerprints
- No website that has access to the internet can be used (i.e. Cool Math)

SECTION VII: Staff Responsibilities

Supervision of Students

Due to the nature of the behaviors of students attending the Oshawa Learning Academy, and the importance of keeping everyone safe, the following procedures should be followed at all times.

1. Students should be watched at all times, including when they get drinks of water, go to the front door, or other activities outside or inside the classroom;
2. All doors should be locked at all times unless the rooms are occupied by staff;
3. Students should not answer the front door unless the teacher is certain that the person at the door is unit staff;
4. Students should be supervised walking to the door if they are being picked up for appointments;
5. Staff should have eyes on students at all times.
6. The classroom should not be completely dark. During videos, blinds should be left open and office lights should be kept on;
7. Computer screens should be visible to staff at all times. This means that there should be only enough students in the computer lab at one time that can be supervised carefully;
8. When taking walks outside, students should walk in single file, or be in small groups with a staff person, to monitor communication and boundaries;

9. Individual safety plans that are developed by a teacher should be shared with all staff and followed at all times;
10. The best supervision is to move about the classroom frequently rather than staying in the same desk or chair all the time;
11. Students should always be sitting in a desk or chair apart from each other so no touching or secretive conversations can occur;
12. If students are sitting at a table together, staff should be sitting in a position to supervise what goes on under the table.

Classroom Supervision

Teachers may be out of the classroom for short periods of time to attend a suspension conference, to call the unit, to confer with another teacher, or to make a phone call without additional supervision, provided there is a staff member in the room.

If the teacher is attending an evaluation conference at the Leo A. Hoffmann Center office and will be out of the classroom for an extended period of time (no longer than 30 minutes), the following may occur:

A substitute teacher may be hired for part or all of the time the teacher will be absent at the discretion of the classroom teacher and the principal. If a sub is not hired, the classroom teacher should request that two other teachers in the building assist with supervision of the classroom while the teacher is gone. This means that the two teachers assisting with supervision should check periodically with the paraprofessional to assess classroom climate and to see if assistance is needed. If the paraprofessional is uncomfortable with student behavior or with other classroom issues, more assistance from a licensed teacher should be offered.

Supervision of Students to Avoid Sexual Behavior

1. Students should always be in desks or chairs or separated, never shoulder to shoulder.
2. If students are working at a table together, make sure you are in a position to supervise what goes on beneath the table.
3. If the lights are off for a movie, shades should be open and you should be in a position to supervise carefully. In these situations, it's especially important to separate students.
4. The best supervision is to move around the room frequently rather than staying in the same desk or chair all the time.
5. Some students have boundary contracts or anger management plans that are shared with school staff on an as-needed basis to promote consistency and support in all environments.
6. Students should never be anywhere without supervision, even in the hallways.

Aggressive/Disruptive Behavior in PE

Paras should always take a school walkie with them to PE.

Classroom teachers should observe student behavior during classes, watching for signs of volatile or explosive behavior, and make judgments to the best of their ability about the student's ability to handle PE. If the teacher feels that the student is volatile or explosive, the teacher should notify the student and the unit that the student will not be going to PE.

If the student is not to go to PE, inform the PE paraprofessional so that the student does not report to the gym. If a student goes to PE and is aggressive or disrupting the class (refusing to sit where directed, disrupting the teacher, antagonizing other students) to the point where he can't be maintained in class any longer, the following procedures should be followed:

If the student is only disruptive, but needs to be picked up by the unit staff, call:
Oshawa Learning Academy (934-9820)
North (934-7740)
Evergreen (934-7789)

Items that can be used as weapons against self or others

Teachers must keep scissors and all other potentially dangerous items in places not accessible to students. If students are using scissors, they will be counted as they are handed out and when they are collected.

These following items need to be accounted for and monitored closely

- Scissors
- Kitchen/eating utensils
- Metal items that can be sharpened
- Spirals from notebooks
- Glass

Mandated Reporting

By law, all school employees are mandated reporters. Failure to report could result in serious legal implications for staff. The responsibility of reporting is with the person who has received information that leads them to believe that abuse may have occurred.

Professional Ethics

School personnel should not discuss students and other confidential school business in the community. It is sometimes necessary to discuss student problems and parent related problems

at school with other school personnel providing it is done for constructive purposes. It is not ethical or fair to the child to discuss student problems and situations in the community.

Professional Boundaries

Teachers and paraprofessionals have a responsibility to be aware of the professional boundaries between students or parents and themselves. A teacher/paraprofessional who is unaware of, or who ignores the boundary between professional and unprofessional behavior, could be in serious difficulty. Even an unfounded allegation of professional misconduct can be damaging to a teacher/paraprofessional.

In general, those activities that take a teacher/paraprofessional beyond the accepted expectation of the employer could easily qualify as boundary violations and could result in disciplinary action. The following are examples of issues that could result in questions about appropriate teacher/paraprofessional behavior:

- Socializing with students and/or parents outside of regular teaching duties;
- Disclosing personal or confidential information (address, phone numbers, family relationships) about yourself to students;
- Lapsing into casual or "street" language with students;
- Giving unofficial notes or cards to students or parents;
- Inappropriate physical contact with students;
- Non-professional involvement in student issues outside of school;
- Communicating informally or unofficially with students by letter, e-mail, instant messenger, cell phone text messaging, or cell phone;
- Communicating with students outside of the school day for any purpose that is not official;
- Initiating communication with students after discharge. After discharge, students may call the school during the school day to speak to a teacher or paraprofessional but this should be infrequent and done with caution.

Changelog

2025.1	Jana Sykora	Changed language around rotating electives since we are unable to regularly offer CTE or art courses with small staff Added language about monitoring screens with Securely
2024.1	Jana Sykora	Updated graduation requirements and diploma section
2023.1	Jana Sykora	Updated required school board policies Added required sections outlined by MSBA model Modified Elopement Policy

2022.1	Jana Sykora	Updated required school board policies Addition of policies to reflect other school handbooks Addition of ASVAB to assessments
2021.1	Jana Sykora	Initial Creation - based on 2020.0 staff handbook and 2019-2020 student-staff handbook and 2021-2022 guidelines for district handbooks

SECTION VIII: POLICY

Required Board Policies:

Appendix: Policy

The following outlines district policy required by district policy or state statute to be included in student handbooks. All of the district's policies can be found at https://www.stpeterschools.org/page/school-board

Contents:

- **Bullying Prohibition: Policy 514**
- **Distribution of Nonschool-Sponsored Materials: Policy 505**
- **Employment Background Checks: Policy 404**
- **Harassment and Violence: Policy 413**
- **Hazing Prohibition: Policy 526**
- **Student Attendance: Policy 503**
- **Student Discipline: Policy 506**
- **Student Records: Policy 515**
- **Student Surveys: Policy 520**
- **Tobacco-Free Environment: Policy 419**
- **School Meals: Policy 534**
- **Pesticide Application Notice**
- **Lead in School Drinking Water**
- **Language Access for Families**
- **Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information**

514 BULLYING PROHIBITION POLICY
BULLYING PROHIBITION POLICY

[Note: School districts are required by statute to have a policy addressing bullying.]

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of

preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

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

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

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

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

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

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

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

Policy 506). The school district may take into account the following factors:

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

2. The levels of harm, surrounding circumstances, and nature of the behavior;

3. Past incidences or past or continuing patterns of behavior;

4. The relationship between the parties involved; and

5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

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

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

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

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

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

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

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

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

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

D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to,

conduct that does the following:

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

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

G. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct. .

H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

I. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or

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

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three 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 Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;

2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and

5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents and other community members to develop and implement prevention and intervention programs;

3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;

4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;

5. Teach students to advocate for themselves and others;

6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. This policy must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.

C. This policy must be distributed to each school district or school employee and independent contractor at the time of hiring or contracting.

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. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.

G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota 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 Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the

following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

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

B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

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

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

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

1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

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

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

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

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

IV. GUIDELINES

A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.

B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous or slanderous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises or promotes any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person’s race, religious, or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

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

1. whether the material is educationally related;

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

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

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

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

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

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

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

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

B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

C. No one shall coerce a student or staff member to accept any publication.

D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.

2. Date(s) and time(s) of day intended for distribution.

3. Location where material will be distributed.

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

B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

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

B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.

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

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

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

IX. IMPLEMENTATION

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

404 EMPLOYMENT BACKGROUND CHECKS

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.

B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.

C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minn. Stat. § 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide payment for conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual to provide a criminal background check at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

C. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.

D. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.

E. The individual will be informed of the results of the criminal background check(s) to the extent required by law.

F. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.

G. The school district may apply these procedures to other volunteers, independent contractors, or student employees.

H. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is included with this policy.

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. <u>Protected Classifications; Definitions</u>

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

1. 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.[1]

H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

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, 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.

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.

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

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

D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.

E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.

F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

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

G. This policy applies to hazing that occurs during and after school hours, on or off school

premises or property, at school functions or activities, or on school transportation.

H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

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

C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.

E. "Student" means a student enrolled in a public school or a charter school.

F. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.

F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three (3) days of the receipt of a complaint or report of hazing, the school district

shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.

C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

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

VII. DISSEMINATION OF POLICY

A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.

B. The school district will develop a method of discussing this policy with students and employees.

503 STUDENT ATTENDANCE

I. PURPOSE

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

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

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

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

2. Parent or Guardian's Responsibility

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

3. Teacher's Responsibility

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

4. Administrator's Responsibility

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

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

from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval.

1. Excused Absences

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

[NOTE: This paragraph quotes Minnesota Statutes, section 120A.22.] **[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 120A.22 as indicated above.]**

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

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

d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

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

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

(b) Family emergencies;

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

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

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

(f) Court appearances occasioned by family or personal action.

(g) Physical emergency conditions such as fire, flood, storm, etc.

(h) Official school field trip or other school-sponsored outing.

(i) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.

Other exemptions included in this attendance policy:

(i) Family vacations with prior Principal approval

(ii) Personal trips to schools or colleges with prior Principal approval

(iii) The Building Principal can make exceptions for unexcused circumstances.

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

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

[NOTE: Subparagraph 3 above incorporates the 2024 amendment to Minnesota Statutes, section 120A.22, subdivision 12.]

[Note: In 2024, the Minnesota legislature amended Minnesota Statutes, section 120A.22, subdivision 12. The legitimate exceptions set forth above quote this statute. Minnesota law provides that a school board may include other exemptions in the school district's attendance policy. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]

c. Consequences of Excused Absences

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

(2) Work missed because of absence must be made up as indicated in each School's handbook. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

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

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

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

(3) Work at home.

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

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

(6) The building Principal can make exceptions for unusual situations.

b. Consequences of Unexcused Absences

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

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

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

C. Tardiness

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

2. Procedures for Reporting Tardiness

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

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

3. Excused Tardiness

Valid excuses for tardiness are:

a. Illness.

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

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

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

e. Court appearances occasioned by family or personal action.

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

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

4. Unexcused Tardiness

a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

b. Parents/guardians of students with excessive tardiness will be notified and an individual behavior plan will be developed with the student support team. Failure to meet these plans may result in disciplinary action

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.

2. In order to participate in co-curricular activities, students must be in attendance at school the full day of the event/practice unless excused by a doctor's note. Individuals with unexcused absences on the day of the event/practice may not participate.

3. School-initiated absences will be accepted and participation permitted.

4. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.

5. If a student is suspended from any class, he or she may not participate in any activity or program that day.

6. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodations should be directed to the building principal.

IV. DISSEMINATION OF POLICY

Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

V. REQUIRED REPORTING

A. Continuing Truant

Minnesota Statutes, section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes, section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes, section 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or

2. Three or more class periods in three days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;

2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;

3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;

4. That this notification serves as the notification required by Minn. Stat. § 120A.34;

5. That alternative educational programs and services may be available in the child's enrolling or resident district;

6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;

7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;

8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and

9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.

2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes 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. DEFINITIONS

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes, sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

A. 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 restrain a student to prevent imminent bodily harm or death to the student or 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 restrain a student to prevent imminent bodily harm or death to the student or 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 to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the 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.

I. Reasonable Force Reports

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582;

609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right:

A. to an education and to learn.
B. to feel safe and included.
C. to think freely and ask questions

VII. 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)

VIII. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any

student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of 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. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;

23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;

24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;

27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;

28. Possession or distribution of slanderous, libelous, or pornographic materials;

29. Violation of the school district's Bullying Prohibition Policy;

30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;

32. Falsification of any records, documents, notes, or signatures;

33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;

35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;

36. Violation of the school district's Harassment and Violence Policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;

39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;

43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;

44. Violation of the school district's one-to-one device rules and regulations;

45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

C. The school district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or

3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

D. The school district must not withhold recess from a student based on incomplete schoolwork.

E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student’s misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;

B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

C. Parent contact;

D. Parent conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Financial restitution;

N. Referral to police, other law enforcement agencies, or other appropriate authorities;

O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

P. Out-of-school suspension under the Pupil Fair Dismissal Act;

Q. Preparation of an admission or readmission plan;

R. Saturday school;

S. Expulsion under the Pupil Fair Dismissal Act;

T. Exclusion under the Pupil Fair Dismissal Act; and/or

U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "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 ~~F~~rom 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 from 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 from 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 Minnesota Statutes section 121A.29.
    a. Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes section 121A.26;
    b. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to 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.

O. **Unscheduled Student Removal From Class**

A public school is encouraged to adopt a school policy on parental notification for unscheduled student removal from class. The public school must consult with child abuse prevention experts to incorporate best practices into the school policy. A public school with a policy on parental notification must include the policy in the employee handbook and disseminate information to school staff regarding child abuse prevention in a school setting.

[NOTE: The 2024 Minnesota legislature enacted this provision, which does not require a school board to adopt policy language. School districts may determine whether to adopt policy language.]

XII. DISMISSAL

A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to nonexclusionary disciplinary policies and procedures before dismissal, 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. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

   a. a preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

   b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "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^{th}) consecutive day of suspension or the tenth (10^{th}) 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 Minnesota Statutes section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes section 120B.02, although in a different setting.

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 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, 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.

E. 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, 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, 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 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.

XIII. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's

behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13.

XVI. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is <u>not</u> a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline <u>is</u> a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes, section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes, section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes, chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options

Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;

2. provide an opportunity for involved parties to submit additional information related to the complaint;

3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;

4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. 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.

XX. 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.

515 STUDENT RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code, section 1232g, *et seq.* (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations, part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minnesota Rules, parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

1. "Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name, dates of attendance, grade level, enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; and honors and awards received. Directory information does not include:

    a. a student's social security number;

    b. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records

without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;

c. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;

d. personally identifiable data which references religion, race, color, social position, or nationality; or

e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

2. Under Minnesota law, a school district may not designate a student's or their parent's home address, telephone number, email address or other personal contact information as "directory information.

E. Education Records

1. What constitutes "education records"

Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute education records

The term "education records" does not include:

a. Records of instructional personnel that are:

(1) kept in the sole possession of the maker of the record;

(2) used only as a personal memory aid;

(3) not accessible or revealed to any other individual except a temporary substitute teacher; and

(4) destroyed at the end of the school year.

b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

(1) maintained separately from education records;

(2) maintained solely for law enforcement purposes; and

(3) disclosed only to law enforcement officials of the same jurisdiction.

c. Records relating to an individual, including a student, who is employed by the school district which:

(1) are made and maintained in the normal course of business;

(2) relate exclusively to the individual in that individual's capacity as an employee; and

(3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:

(1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education;

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or

4. Perform a task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means *Superintendent, Principal, or district level administrative staff*.

N. Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. "Student" also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

P. Summary Data

"Summary data" means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and

post-secondary educational institutions;

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;

6. The right to be informed about rights under the federal law; and

7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations, section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations, sections 300.610-300.617 with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

   a. a specification of the records to be disclosed;

   b. the purpose or purposes of the disclosure;

   c. the party or class of parties to whom the disclosure may be made;

   d. the consequences of giving informed consent; and

   e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:

   a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and

b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

a. identifies and authenticates a particular person as the source of the electronic consent; and

b. indicates such person's approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:

a. in plain language;

b. dated;

c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

d. specific as to the nature of the information the subject is authorizing to be disclosed;

e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;

f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and

g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes, chapter 256B or Minnesota Care under Minnesota Statutes, chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:

   a. performs an institutional service or function for which the school district would otherwise use employees;

   b. is under the direct control of the school district with respect to the use and maintenance of education records; and

   c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code, section 7917, and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes, section 260B.171, unless the data are required to be destroyed under Minnesota Statutes, section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

   a. determine eligibility for the aid;

   b. determine the amount of the aid;

   c. determine conditions for the aid; or

   d. enforce the terms and conditions of the aid.

   "Financial aid" for purposes of this provision means a payment of funds

provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:

   a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or

   b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;

9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or

eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 United States Code, section 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;

14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;

15. To the parent of a student who is not an eligible student or to the student himself or herself;

16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:

    a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;

    b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

    The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving

the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

    The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code, section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and

authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

23. When requested, and in accordance with requirements for parental consent in 34 Code of Federal Regulations, section 300.622(b)(2), and part 99, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 13.32, subdivision 5, to include this update.]

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;

2. Pursuant to a statute specifically authorizing access to the private data; or

3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

   a. Minnesota Statutes, section 13.32, subdivision 5; and

   b. 20 United States Code, section 1232g, and 34 Code of Federal Regulations, section 99.37, which were in effect on January 3, 2012.

2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under Minnesota Statutes, section 13.32.

3. A parent's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statutes, section 13.32, subdivision 2.

43. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota

Department of Education, as required for federal reporting purposes.

[NOTE: This section became effective on the day following final enactment (May 19, 2023). Beginning on the effective date, a student's personal contact information subject to this section must be treated as private educational data under Minnesota Statutes, section 13.32, regardless of whether that contact information was previously designated as directory information under Minnesota Statutes, section 13.32, subdivision 5].

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.

2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:

   a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;

   b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and

   c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

3. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.

4. A parent or eligible student may not opt out of the directory information disclosures to:

   a. prevent the school district from disclosing or requiring the student to

disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or

b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

5. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;

3. School presently attended by student;

4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if

at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

    a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

    b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

    c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

    d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

    e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes, sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes, chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes, chapter 260E, 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 occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement he or she provided to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes, section 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

    a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

    b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or

    c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A "pending civil legal action" for purposes of this subdivision is defined as

including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, section 121A.40, *et seq*.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

B. Data released to military recruiting officers under this provision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;

2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and

3. copying fees shall not be imposed.

C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority in writing at the beginning of each school year. The written request must include the following information:

1. Name of student and parent, as appropriate;

2. Home address;

3. Student's grade level;

4. School presently attended by student;

5. Parent's legal relationship to student, if applicable;

6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and

7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.

D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

   a. The disclosures meet the requirements of Section VI. of this policy; and

   b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.

2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other

individuals required to register under 42 United States Code, section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

[NOTE: 42 United States Code, section 14071 was repealed. School districts should retain this statutory reference, however, as it remains a reference in FERPA and the Minnesota Government Data Practices Act and still may apply to individuals required to register prior to the repeal of this law.]

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations, section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;

4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy, and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:

   a. the parties who have requested or received personally identifiable information from the education records of the student;

   b. the legitimate interests these parties had in requesting or obtaining the information; and

   c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:

   a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;

   b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and

   c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations, section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the

existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B) or an act of domestic or international terrorism.

[NOTE: While Section XIII.E.1. does not apply to requests for or disclosures of directory information under Section VII. of this policy, to the extent the school district chooses to limit the disclosure of directory information to specific parties, for specific purposes, or both, it is advisable that records be kept to identify the party to whom the disclosure was made and/or purpose for the disclosure.]

4. The record of requests of disclosures may be inspected by:

   a. the parent of the student or the eligible student;

   b. the school official or his or her assistants who are responsible for the custody of the records; and

   c. the parties authorized by law to audit the record-keeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

   a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and

   b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:

   a. the cost of materials, including paper, used to provide the copies;

   b. the cost of the labor required to prepare the copies;

   c. any schedule of standard copying charges established by the school

district in its normal course of operations;

d. any special costs necessary to produce such copies from machine-based record-keeping systems, including but not limited to computers and microfilm systems; and

e. mailing costs.

2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision B. of this section shall:

   a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

   b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes, chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

B. Data practices compliance official means Administrative Assistant to the Superintendent, Kimberley Deming

C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;

5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and

6. That the school district forwards education records on request to a school in

which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

520 STUDENT SURVEYS

I. PURPOSE

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. § 1232h.

III. STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.

B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.

C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to

participate in a survey will be maintained by the school district in a file separate from the survey responses.

D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act) and 34 C.F.R. Part 99.

E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;

2. mental and psychological problems of the student or the student's family;

3. sex behavior or attitudes;

4. illegal, antisocial, self-incriminating, or demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

7. religious practices, affiliations, or beliefs of the student or the student's parent; or

8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:

a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains

one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.

c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.
"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400, *et seq.*).

e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

(1) "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

(2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

(a) college or other post-secondary education recruitment or military;

(b) book clubs, magazines, and programs providing access to low cost literary products;

(c) curriculum and instructional materials used by elementary and secondary schools;

(d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(e) the sale by students of products or services to raise funds for school-related or education-related activities; and

(f) student recognition programs.

(3) The right of a parent to inspect, on request, any instrument used in the

collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.

   a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

   b. The notice will provide parents with an opportunity to opt out of participation in the following activities:

      (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

      (2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.

      (3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

      "Invasive physical examination" means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

   c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.

   d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

V. NOTICE

A. The school district must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.

B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.

C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

III. DEFINITIONS

A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.

C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or

accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco

excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

F. "Vaping" means using an activated electronic delivery device or heated tobacco product."

IV. EXCEPTIONS

A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony

B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off- campus events sponsored by the school district.

It shall not be a violation of this policy for an Indian adult or student to carry loose tobacco in a tobacco pouch intended for spiritual or cultural ceremonial support with the permission of the student's parent or guardian and the written or verbal notice to the site administrator.

V. VAPING PREVENTION INSTRUCTION

A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.

B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

VI. ENFORCEMENT

A. All individuals on school premises shall adhere to this policy.

B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.

C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district

policies.

E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.

F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.

G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

A. This policy shall appear in the student handbook.

B. The school district will develop a method of discussing this policy with students and employees.

534 SCHOOL MEALS POLICY

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

If the school district participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

A. A school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

B. Each school that participates in the free school meals program must:

(1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

(2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch

C. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.

D. When a student has a negative account balance, the student will not be allowed to charge a snack item.

E. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

III. UNPAID MEAL CHARGES

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

C. Negative balances of more than $200, not paid prior to the end of the school year, will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

E. The school district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

IV. COMMUNICATION OF POLICY

A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:

1. all households at or before the start of each school year;

2. students and families who transfer into the school district, at the time of enrollment; and

3. all school district personnel who are responsible for enforcing this policy.

B. The school district may post the policy on the school district's website, in addition to providing the required written notification described above.

C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Pesticide Application Notice

The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15 as to the school district's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, an estimated schedule of pesticide applications (which will be available for review or copying at the school office), and the long-term health effects of the class of pesticide on children can be requested by contacting Seth Putz.

Language Access for Families

We are committed to making sure every student and family has access to important school information. If your family speaks a language other than English, we are here to help you understand and participate fully in your child's education.

- **Interpreters Are Available:** You have the right to an interpreter for important conversations about your child's education, including meetings about:
    - Academic progress
    - Special education services
    - Student placement in programs
    - Behavior or discipline concerns
    - Graduation or course planning

- **Trained Staff:** Our district has trained Spanish and Somali-speaking liaisons to help with interpreting. If you speak another language, we will connect with a professional interpreter through our language-line service.

- **Written Translations:** Important documents—like report cards, special education notices, enrollment forms, and discipline policies—will be translated into your preferred language whenever possible. If something isn't translated, we'll provide an interpreter to explain it to you.

If you need an interpreter or translation, please tell your child's teacher, principal, or school office staff.

Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information
(an editable form can be found at https://education.mn.gov/MDE/fam/tests/StudentParticipation/)

DEPARTMENT OF EDUCATION

Statewide Assessments:

Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the Minnesota Academic Standards or the WIDA English Language Development Standards. These standards define the knowledge and skills students should be learning in K–12 districts and charter schools. Minnesota prioritizes high-quality education and statewide assessments give educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA)
MCA and the alternate assessments (Minnesota Test of Academic Skills (MTAS)/Alternate MCA) are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and WIDA Alternate ACCESS for English Learners
The ACCESS and WIDA Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English, based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For Postsecondary Enrollment Options (PSEO) in grade 10.
- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.

English learners who take the ACCESS or WIDA Alternate ACCESS and meet certain requirements, have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions on how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form below. Contact your student's school to learn more about locally required assessments.

Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and WIDA Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any additional consequences for not participating.

Explore the Statewide Testing page for more information.

(education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing)

Additional Information

- On average, students spend less than 1% of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results.

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: _____ Current Grade in School: ____ Student ID Number (if known): _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal: _____

Please indicate the statewide assessment(s) you are opting your student out of this school year:

- ☐ MCA/MTAS Reading
- ☐ MCA/Alternate MCA Science
- ☐ MCA/MTAS Mathematics
- ☐ ACCESS/WIDA Alternate ACCESS

Contact your school or district for more information on how to opt out of local assessments.

(Note: This form is only applicable for the 20____ to 20 ____ school year.)

Appendix: Policy

The following outlines district policy required by district policy or state statute to be included in student handbooks. All of the district's policies can be found at https://www.stpeterschools.org/page/school-board

Contents:

- Bullying Prohibition: Policy 514
- Distribution of Nonschool-Sponsored Materials: Policy 505
- Employment Background Checks: Policy 404
- Harassment and Violence: Policy 413
- Hazing Prohibition: Policy 526
- Student Attendance: Policy 503
- Student Discipline: Policy 506
- Student Records: Policy 515
- Student Surveys: Policy 520
- Tobacco-Free Environment: Policy 419
- Unpaid Meal charges: Policy 534
- Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

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. 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.

505 DISTRIBUTION OF NONSCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

A. "Distribute" or "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.

B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

D. "Minor" means any person under the age of eighteen (18).

E. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

F. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar

gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.

B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous or slanderous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises or promotes any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. Distribution by students and employees of nonschool-sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;

2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;

3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;

4. the quantity or size of materials to be distributed;

5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;

6. whether distribution would require that nonschool persons be present on the school grounds;

7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

C. No one shall coerce a student or staff member to accept any publication.

D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.

2. Date(s) and time(s) of day intended for distribution.

3. Location where material will be distributed.

4. If material is intended for students, the grade(s) of students to whom the distribution is intended.

B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3)

school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district's Student Discipline Policy.

B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.

C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks and posted in school buildings.

IX. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

Policy 404: EMPLOYMENT BACKGROUND CHECKS

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a

criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.

B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.

C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minn. Stat. § 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide payment for conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual to provide a criminal background check at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

C. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.

D. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.

E. The individual will be informed of the results of the criminal background check(s) to the extent required by law.

F. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.

G. The school district may apply these procedures to other volunteers, independent contractors, or student employees.

H. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is included with this policy.

505 DISTRIBUTION OF NONSCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

A. "Distribute" or "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.

B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

D. "Minor" means any person under the age of eighteen (18).

E. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

F. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.

B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous or slanderous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises or promotes any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. Distribution by students and employees of nonschool-sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;

2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;

3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;

4. the quantity or size of materials to be distributed;

5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;

6. whether distribution would require that nonschool persons be present on the school grounds;

7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

C. No one shall coerce a student or staff member to accept any publication.

D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.

2. Date(s) and time(s) of day intended for distribution.

3. Location where material will be distributed.

4. If material is intended for students, the grade(s) of students to whom the distribution is intended.

B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district's Student Discipline Policy.

B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.

C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks and posted in school buildings.

IX. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

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

1. 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.[1]

H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

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, 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.

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.

E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.

F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.

H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. "Immediately" means as soon as possible but in no event longer than 24 hours.

C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.

E. "Student" means a student enrolled in a public school or a charter school.

F. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular

school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.

F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.

C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.

B. The school district will develop a method of discussing this policy with students and employees.

503 STUDENT ATTENDANCE

I. PURPOSE

A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school

in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the

student to solve attendance problems.

b. In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. § 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval.

1. Excused Absences

a. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.

b. Although excusing absenteeism and tardiness is at the discretion of the principal, the following reasons are valid and should be used by parents and students as guidelines:

(1) Illness.

(2) Serious illness in the student's immediate family.

(3) A death or funeral in the student's immediate family or of a close friend or relative.

(4) Medical, dental, or orthodontic treatment, or a counseling appointment.

(5) Court appearances occasioned by family or personal action.

(6) Religious instruction not to exceed three hours in any week.

(7) Observance of religious events

(8) Physical emergency conditions such as fire, flood, storm, etc.

(9) Official school field trip or other school-sponsored outing.

(10) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.

(11) Family emergencies.

(12) Active duty in any military branch of the United States.

(13) A student's condition that requires ongoing treatment for a mental health diagnosis.

(14) The building principal can/may make exceptions for unusual situations.

(15) Family vacations with prior Principal approval; Personal trips to schools or colleges.

c. Consequences of Excused Absences

(1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

(2) Work missed because of absence must be made up as indicated in each School's handbook. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

(1) Truancy. An absence by a student which was not approved by the parent and/or the school district.

(2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.

(3) Work at home.

(4) Work at a business, except under a school-sponsored work release program.

(5) Vacations with family.

(6) Personal trips to schools or colleges.

(7) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

(1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

(2) Days during which a student is suspended from school shall not be

counted in a student's total cumulated unexcused absences.

(3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

(4) Students with unexcused absences shall be subject to discipline in the following manner:

(a) In cases of unexcused absences, the student may be allowed to make up work missed due to such absence.

(b) After the _____ cumulated unexcused absence in a [quarter or semester], a student's parent or guardian will be notified by certified mail that his or her child is nearing a total of _____ unexcused absences and that, after the _____ unexcused absence, the student's grade shall be reduced by one increment for each unexcused absence thereafter.

(c) After such notification, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.

(d) After _____ cumulative unexcused absences in a [quarter or semester] the teacher will reduce the student's letter grade by one increment for each unexcused absence thereafter (i.e. A to A-). However, prior to reducing the student's grade, an administrative conference must be held among the principal, student, and parent.

(e) After _____ cumulated unexcused absences in a [quarter or semester], the administration may impose the loss of academic credit in the class or classes from which the student has been absent. However, prior to loss of credit, an administrative conference must be held among the principal, student, and parent.

(f) If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

   a. Students tardy at the start of school must report to the school office for an admission slip.

   b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

   Valid excuses for tardiness are:

   a. Illness.

   b. Serious illness in the student's immediate family.

   c. A death or funeral in the student's immediate family or of a close friend or relative.

   d. Medical, dental, orthodontic, or mental health treatment.

   e. Court appearances occasioned by family or personal action.

   f. Physical emergency conditions such as fire, flood, storm, etc.

   g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

   a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

   b. Parents/guardians of students with excessive tardiness will be notified and an individual behavior plan will be developed with the student support team. Failure to meet these plans may result in disciplinary action

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.

2. In order to participate in co-curricular activities, students must be in attendance at school during the afternoon on the day of the event/practice unless excused by a doctor's note. Individuals with unexcused absences on the day of the event/practice may not participate.

3. School-initiated absences will be accepted and participation permitted.

4. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.

5. If a student is suspended from any class, he or she may not participate in any activity or program that day.

6. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. DISSEMINATION OF POLICY

Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

IV. REQUIRED REPORTING

A. Continuing Truant

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or

2. Three or more class periods on three days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;

2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;

3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;

4. That this notification serves as the notification required by Minn. Stat. § 120A.34;

5. That alternative educational programs and services may be available in the child's enrolling or resident district;

6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;

7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;

8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and

9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.

2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 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 ~~the right~~ 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.

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 monitary 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 From 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 From 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 From 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. § 121A.29.
    a. Establishment of a chemical abuse pre assessment team pursuant to Minn. Stat. § 121A.26;
    b. Establishment of teacher reporting procedures to the chemical abuse pre assessment team pursuant to Minn. Stat. § 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^{th}) consecutive day of suspension or the tenth (10^{th}) 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. § 123A.05 selected to allow the student to progress toward meeting graduation standards under Minn. Stat. § 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. Ch. 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. §§ 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. §§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. §§ 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. § 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. § 120B.232, Subd. 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. Ch. 13.

XIII. DISABLED STUDENTS

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is <u>not</u> a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline <u>is</u> a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student

provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XIV. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 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.

515 STUDENT RECORDS

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent;

4. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and

law enforcement unit personnel) or other employee; a person serving on the school board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer or data practices compliance official); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare and the ability to respond to a request for educational data;

5. That the school district forwards education records on request to a school or post-secondary education institution in which a student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to 20 U.S.C. § 7917, part of the federal Every Student Succeeds Act and data regarding a student's history of violent behavior**,** and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;

6. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder. The name and address of the office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, S.W.
Washington, D.C. 20202-8520

Directory Information

Pursuant to applicable law, Saint Peter Public Schools gives notice to parents/guardians of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information." "Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

Under federal law, "directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include:

a. a student's social security number;

b. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;

c. a student ID or other unique personal identifier that is displayed on a student ID badge if

the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;

d. personally identifiable data which references religion, race, color, social position, or nationality; or

e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

Under Minnesota law, a school district may not designate a student's home address, telephone number, email address, or other personal contact information as "directory information."

f. The directory information listed above shall be public information which the school district may disclose from the education records of a student or information regarding a parent.

g. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.

h. In order to make any or all of the directory information listed above "private" (i.e., subject to consent prior to disclosure), the parent or eligible student must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:

Name of student and parent, as appropriate;

Home address;

School presently attended by student;

Parent's legal relationship to student, if applicable;

Specific category or categories of directory information which is not to be made public without the parent's or eligible student's prior written consent.

Information to Military Recruiters

Pursuant to applicable law, Saint Peter Public Schools gives notice to parents/guardians of secondary students and eligible secondary students of their rights regarding release of information to military recruiting officers. The school district must release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiters only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers within sixty (60) days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

Should the parent of a student or the eligible student so desire, any or all of the listed information will not be disclosed to military recruiting officers without prior consent.

To refuse release of this information without prior consent, the parent or eligible student must make a written request to the responsible authority. This written request must include the following information:

Name of student and parent, as appropriate;

Home address;

Student's grade level;

School presently attended by student;

Parent's legal relationship to student, if applicable;

Specific category or categories of information which are not to be released to military recruiters without prior consent;

Specific category or categories of directory information which are not to be released to the public, including military recruiters.

[NOTE: Refusal to release the above information to military recruiting officers alone does not affect the school district's release of directory information to the public, including military recruiting officers. In order to make any directory information about a student private, the procedures contained in the Directory Information section above also must be followed. If you do not want your child's or eligible student's directory information (including a school district-provided email address) released to military recruiting officers, you also must notify the school district that you do not want this directory information released to any member of the public, including military recruiting officers.]

520 STUDENT SURVEYS

I. PURPOSE

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. § 1232h.

III. STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.

B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.

C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act) and 34 C.F.R. Part 99.

E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;

2. mental and psychological problems of the student or the student's family;

3. sex behavior or attitudes;

4. illegal, antisocial, self-incriminating, or demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

7. religious practices, affiliations, or beliefs of the student or the student's parent; or

8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:

a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains

one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.

c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.

"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400, *et seq.*).

e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

(1) "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

(2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

(a) college or other post-secondary education recruitment or military;

(b) book clubs, magazines, and programs providing access to low cost literary products;

(c) curriculum and instructional materials used by elementary and secondary schools;

(d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(e) the sale by students of products or services to raise funds for school-related or education-related activities; and

(f) student recognition programs.

(3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a

student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.

   a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

   b. The notice will provide parents with an opportunity to opt out of participation in the following activities:

      (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

      (2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.

      (3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

      "Invasive physical examination" means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

   c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.

   d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

V. NOTICE

A. The school district must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.

B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.

C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO- RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

III. DEFINITIONS

A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.

C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or

accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

F. "Vaping" means using an activated electronic delivery device or heated tobacco product."

IV. EXCEPTIONS

A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony

B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off- campus events sponsored by the school district.

It shall not be a violation of this policy for an Indian adult or student to carry loose tobacco in a tobacco pouch intended for spiritual or cultural ceremonial support with the permission of the student's parent or guardian and the written or verbal notice to the site administrator.

V. VAPING PREVENTION INSTRUCTION

A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.

B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

VI. ENFORCEMENT

A. All individuals on school premises shall adhere to this policy.

B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.

C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.

E. Persons who violate this tobacco-free policy may be referred to the building administration or

other school district supervisory personnel responsible for the area or program at which the violation occurred.

F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.

G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

A. This policy shall appear in the student handbook.

B. The school district will develop a method of discussing this policy with students and employees.

534 UNPAID MEAL CHARGES

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for school meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

A. Families can pay for meals online via Infinite Campus at no charge or submit a check or cash at any school office or cafeteria.

B. All students, regardless of their lunch account balance, shall be offered a reimbursable school breakfast and lunch each school day.

C. Students with a negative meal account balance of -$20.00 or more are not allowed to charge for additional items, however students may purchase extra items with cash.

D. The school district may provide an alternate meal that meets federal and state requirements to a student who does not have sufficient funds in the student's account or cannot pay cash for a meal. The school district will accommodate special dietary needs with respect to alternate meals. The cost of the alternative meal will be charged to the student's account or otherwise charged to the student.

E. When a student has a negative account balance, the student will not be allowed to charge a snack item.

F. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

A. The school district will make reasonable efforts to communicate with families to resolve the

matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

C. Negative balances of more than $200, not paid prior to the end of the school year will be turned over to the superintendent or superintendent's designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The school district may not deny any student the opportunity to participate in graduation ceremonies or other commencement activities due to unpaid meal charges.

IV. UNPAID MEAL CHARGES

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.

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C. Negative balances of more than $200, not paid prior to the end of the school year, will be turned over to the superintendent or superintendent's designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

E. The school district may not deny any student the opportunity to participate in graduation ceremonies or other commencement activities due to unpaid meal charges.

V. COMMUNICATION OF POLICY

A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:

1. all households at or before the start of each school year;

2. students and families who transfer into the school district, at the time of enrollment; and

3. all school district personnel who are responsible for enforcing this policy.

B. The school district may post the policy on the school district's website, in addition to providing the required written notification described above.

Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information
(an editable form can be found at https://education.mn.gov/MDE/fam/tests/StudentParticipation/)

DEPARTMENT OF EDUCATION

Statewide Assessments:

Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the Minnesota Academic Standards or the WIDA English Language Development Standards. These standards define the knowledge and skills students should be learning in K–12 districts and charter schools. Minnesota prioritizes high-quality education and statewide assessments give educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA)
MCA and the alternate assessments (Minnesota Test of Academic Skills (MTAS)/Alternate MCA) are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and WIDA Alternate ACCESS for English Learners
The ACCESS and WIDA Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English, based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For Postsecondary Enrollment Options (PSEO) in grade 10.
- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.

English learners who take the ACCESS or WIDA Alternate ACCESS and meet certain requirements, have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions on how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form below. Contact your student's school to learn more about locally required assessments.

Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and WIDA Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any additional consequences for not participating.

Explore the Statewide Testing page for more information.

(education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing)

Additional Information

- On average, students spend less than 1% of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results.

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: _____ Current Grade in School: ____ Student ID Number (if known): _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal: _____

Please indicate the statewide assessment(s) you are opting your student out of this school year:

- ☐ MCA/MTAS Reading
- ☐ MCA/Alternate MCA Science
- ☐ MCA/MTAS Mathematics
- ☐ ACCESS/WIDA Alternate ACCESS

Contact your school or district for more information on how to opt out of local assessments.

(Note: This form is only applicable for the 20____ to 20 ____ school year.)



Saint Peter Public Schools

Student Handbook

2025-2026 School Year

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Program Description and Objectives

Values & Mission

Cultivate **respec**t and **connections** among learners
Provide a **safe** and **inclusive** school
Accountability for academic and life skill development
Promote **learning**

Program Description

An area learning center provides comprehensive educational services to enrolled secondary students throughout the year. Students served are off-track for graduation and are working towards completing their graduation requirements. ALCs serve students from more than one district. Rock Bend ALC serves students from Saint Peter Public Schools and Cleveland Public Schools in a core-day program as well as extended day (night-school) and summer school programming.

At Rock Bend ALC, we believe that the diversity our students bring to the classroom, including culture, language, disability, socio-economic status, immigration status and sexuality, add value and strength to our classroom communities.

High school students in the Saint Peter area have the opportunity to receive individualized academic attention from a highly qualified staff in a safe and supportive environment. As an Area Learning Center, Rock Bend offers:

- Accelerated credit generation
- Work skills training
- On-the- job experiences
- Individual attendance expectations
- All while providing the Saint Peter Public Schools standard curriculum and required testing.

Students who fulfill their academic requirements at Rock Bend ALC earn their diplomas as Saint Peter High School students. Students in grades 9 through 12 (under 21 years old) are eligible for services.

Students enrolled in Rock Bend ALC must have a Continual Learning Plan on file with the school. This document must be updated at the start of each academic year.

SECTION I: Academics

Curriculum & Instruction

Our highly qualified teachers are responsible for the development of the curriculum and for planning the delivery of the curriculum. Classroom paraprofessionals assist in the delivery of the curriculum (carrying out the teacher's plan) and differentiation and support for individual students.

Marking and Reporting Procedure

- Students may receive the full range of marks A-F and I (incomplete) or NC (no credit), provided that the level is identified and recorded.
- Marks are earned on a nine-week basis. The basis of a credit course in grades nine, ten, eleven, and twelve shall be the satisfactory completion of a course on the secondary level covering 120 clock hours. Credits are awarded in any increment.
- Final marks are awarded at the end of each grading period. For initial course completion, credit will be determined utilizing the 120 hours = 1.0 credit equation (Carnegie Unit Calculation). This equation does not apply to credit recovery courses.
- Marks are awarded for academic achievement only. Marks are not to be used in a punitive manner nor are marks to be lowered because of misconduct. This does not mean that points cannot be awarded for performance.
- Teachers must be able to explain to students and parents/guardians the reasons for a particular mark given.
- The teacher should give a reasonable explanation for an abnormal mark distribution.
- Teachers must explain how marks are determined and what is expected of a student who is to receive each of the marks. A handout to students is recommended.
- Students and parents/guardians are to be notified of student progress periodically, as provided by School Board Policy.
- Incomplete marks may be given at the teacher's discretion, but they must encourage students to complete all outstanding work.
- Teachers are to allow appropriate time for daily make-up work or tests that were assigned while the student was absent.
- A student who gives forth to the best of her/his capacity to learn as judged by the professional staff shall be promoted through the school program at the normal rate and shall be given passing marks.
- Teachers record all marks in an electronic class record book that is organized, accurate and legible. This book becomes the official source for the school for student marks.

Academic Integrity

At the Rock Bend ALC, we act responsibly, live with integrity and show respect. We hold our students to the highest standards of performance and integrity and expect each student and staff member to maintain these standards and strive for continuous improvement. We expect our students to take responsibility for their actions and thus maintain academic integrity and a respectful learning environment for our school.

To act with academic integrity, students must value and demonstrate positive regard for:

- Intellectual honesty
- Personal truthfulness
- Learning for its own sake
- The creation and work of others

Academic integrity is achieved when a student:

- Takes full credit for his/her own work and gives full credit to those who have helped or influenced him.
- Represents his/her own work honestly and accurately.
- Collaborates with other students only as specifically directed or authorized.

Student behaviors that promote genuine student achievement include:

- Organization - Keep class notes and materials in a folder that is easily accessible.
- Self advocacy - Seek help from teachers. Ask for clarification.
- Take risks - Learning is difficult work and students must be willing to try new things in order to learn skills and obtain new knowledge

Academic Integrity Violations

Violations may result in earning a zero on an assignment.

- Cheating: Seeking to obtain credit or improved scores through the use of deception.
    - Ex: copying homework, looking at another student's quiz or test
- Facilitation: Helping another student obtain credit or improved scores through the use of deception.
    - Ex: Allowing another student to copy your homework, reporting to other students what is on a test or quiz, working together with another student and submitting the same answers without instructor approval.
- Falsification: Fabrication.
    - Ex: Misrepresenting yourself in any way to your teacher regarding the work you have done, saying you turned in an assignment when you have not, making up information or data in a paper or project.
- Plagiarism: Representing the words or ideas of another as one's own in a paper or assignment.
    - Ex: Copying information from printed or digital sources and pretending the words are your own writing.

Graduation Requirements

The Minnesota Graduation Standards define what it is students should know and be able to do as a result of a Kindergarten through 12th grade education. The Graduation Standards provide the goal towards which both teachers and students are working. They become the focus on which assessment, curriculum and instruction are designed to ensure that all students receive a variety of educational opportunities which move them closer to the goals of being: purposeful thinkers, effective communicators, self-directed learners, productive group participants and responsible citizens.

Saint Peter High School requires students to earn 27 credits for a diploma. All students must satisfactorily complete all credit and course requirements before they will be allowed to participate in the commencement ceremony for graduation. These requirements include:

- 4.5 credits of English: students are required to take one required English course per year and a .5 credit communication course.
- 3.5 credits of Social Studies: must include geography, world history, US history, government, citizenship and economics
- 4.0 credits of Math: Including geometry and algebra II
- 4.0 credits of Science: must include physics, chemistry and biology
- 1.0 credit of Fine Art: fine Art credits may be earned by taking any course in the music or art department
- .5 credit of Health
- 1.5 credits of Physical Education
- 8.0 credits of additional coursework (electives)

If students leave Rock Bend ALC prior to graduation, academic records will be sent to the transfer district.

Commencement

In order to be eligible to participate in the Saint Peter High School commencement exercises, students must have completely finished all credit and graduation requirements set forth by the state of Minnesota *and* ISD 508. Participation in commencement exercises is voluntary. Students who do not wish to participate in the commencement exercises should inform the principal as soon as possible. A student's failure to attend the scheduled graduation practice may result in her/his not being allowed to participate in the commencement exercises themselves. Additionally, all obligations (library books returned, fines paid, detention completed, etc.) must be cleared before a student will be eligible to participate in commencement exercises. There is a dress code for all commencement ceremony participants.

Assessments

State Testing

The Minnesota Comprehensive Assessments (MCA) are state tests in reading, mathematics, and science that are used to meet federal and state legislative requirements. The tests are administered every year to measure student performance relative to the Minnesota Academic Standards that specify what students in a particular grade should know and be able to do.

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form is available online: https://education.mn.gov/mde/fam/tests/

Students at Rock Bend ALC participate in the following required state assessments:

- MCA Reading: Grade 10
- MCA Mathematics: Grade 11

College Admission and Prep Exams

Rock Bend ALC strives to prepare students for their individual goals and aspirations. For many students, this includes post-secondary education. Students in grade 10 and 11 may take the PreACT one time each year. PreACT assessments are multiple-choice and provide students an early measure of College and Career Readiness while serving as a practice opportunity for the ACT® test.

Students in grade eleven will have the opportunity to take the ACT on a designated district-testing date. The cost of the exam is only covered for students who qualify for free or reduced lunch.

Students will also have the opportunity to take the ASVAB during the school day. The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success.

SECTION II: Attendance

Importance of Attendance

Regular attendance is absolutely essential to progress in schoolwork. Students should develop the habit of being on time and prepared for the day's work. The Rock Bend ALC teachers, families and students are expected to cooperate and communicate in the matter of attendance. Parents or guardians should call to verify or excuse an absence. If no answer, leave a message with a short description of who you are and why the student will be absent from school (a written description will also be accepted). Please do your best to call the school the morning of the absence. Doing so will help us ensure that all students are safe and accounted for. Absences will be marked unexcused until a parent/guardian has contacted the school.

Although excusing absenteeism and tardiness is at the discretion of the principal, the following reasons are valid and should be used by parents and students as guidelines:

A. Illness.
B. Serious illness in the student's immediate family.
C. A death or funeral in the student's immediate family or of a close friend or relative.
D. Medical, dental, or orthodontic treatment, or a counseling appointment.
E. Court appearances occasioned by family or personal action.
F. Religious instruction not to exceed three hours in any week.
G. Observance of religious events
H. Physical emergency conditions such as fire, flood, storm, etc.
I. Official school field trip or other school sponsored outing.
J. Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
K. Family emergencies.
L. Active duty in any military branch of the United States.
M. A student's condition that requires ongoing treatment for a mental health diagnosis.
N. The building principal can/may make exceptions for unusual situations.
O. Family vacations with prior Principal approval; personal trips to schools or colleges.

The primary responsibility for school attendance (8:10 am - 3:05 pm) rests with the student and the parents.

Student Responsibilities

1. Attend each class and arrive on time prepared to learn and participate
2. Inform teachers and office staff in advance of pre-excused absences
3. Have a parent/guardian call the office within 24 hours of an absence
4. Be aware of their own status in regard to tardies and absences in classes

Parent Responsibilities

1. Encourage students to attend school regularly.
2. Notify the office by phone on the day of your child's absence OR send a note with your child on the day of his/her return to school from any absence. Absences not verified within 24 hours of the students return to school will remain unexcused.
3. Limit absences by scheduling appointments, vacations, college visits, etc. on non-school days.
4. Family vacations, college, military or employment visits are excused only if pre-approved by the school administrator.

School-related and court-related absences do not count against a student.

Work-related absences are excused ONLY if the following conditions are true:

- The student is eligible for and participating in the work experience program
- The student submits paystubs verifying work schedule and hours

Absences may negatively impact a student's progress toward graduation if the student fails to make up the required learning and academic work. At the teacher's discretion, students may be given no credit for assignments and assessments missed due to unexcused absences.

If a student is not making adequate progress (approximately one credit/quarter) toward graduation due to poor attendance, their enrollment may be transferred back to the traditional high school building.

Edgenuity/Power Hour

On Wednesdays, all students are scheduled for Edgenuity/Power Hour 2:00-3:10 pm. If students are making adequate progress in Edgenuity and have no missing coursework, their homeroom teacher may dismiss individual students prior to 3:10 pm. This will be recorded as SRA (school-related absence) in Infinite Campus. Parents may request that their student is not dismissed early.

Work-Based Learning

Work-based learning is intended to help students increase their opportunities to enter high-skilled, high-wage careers after graduation. The goal is to prepare all students for post-secondary education, careers and citizenship. Program participation is dependent on successful completion of, or concurrent enrollment in, the work experience seminar class. Students will be allowed to enroll in the program for 1-2 periods (additional periods with administrative approval). Students must work at least the same number of hours Monday-Friday as they miss from school each week. Students will receive .5 credit per 60 hours worked. Students will receive a P/F grade for the class based on the supervision and observation of the work-based learning supervisor. Students may not be eligible for the program if it interferes with their ability to take required courses for graduation. Students will

not be able to earn work-based learning credit if they are not passing their required content-area courses.

Students are responsible for submitting required paperwork for the work-based learning program. If responsibilities are not fulfilled, students may not generate credit.

Truancy

Definition of Truancy: A child's willful absence without lawful excuse from one or more class periods on seven different school days.

- For a child ages 12-17, the absence from school is presumed to be truancy, due to the child's willful intent to absent themselves from school.

Absence from school without parent's/guardian's or school's permission is truancy. Truancy of students under the age of 18 will be reported to the county, and students will be classified as "Habitually Truant" unless lawfully withdrawn from school. Students that are absent 15 consecutive days will be dropped from the program.

Tardiness

Students who are more than 15 minutes late to a class will be marked absent, not tardy.

SECTION III: Expected Behavior & Policies

Student Rights

All students have the right to an education and the right to learn.

Student Responsibilities

All students have the responsibility:

1. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
2. To attend school daily, except when excused, and to be on time to all classes and other school functions;
3. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
4. To make necessary arrangements for making up work when absent from school;
5. To assist the school staff in maintaining a safe school for all students;
6. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
7. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;

8. To be aware of and comply with federal, state, and local laws;
9. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
10. To respect and maintain the school's property and the property of others;
11. 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;
12. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
13. To conduct themselves in an appropriate physical or verbal manner; and
14. To recognize and respect the rights of others.

Code of Student Conduct

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.

The School Board considers the following behaviors to be unacceptable behaviors that may be subject to disciplinary action.

1. Acts of dishonesty.
2. Any criminal activity or violation of the law. 506-5
3. Attendance issues, including failure to attend class, tardiness, and leaving class without permission.
4. Cheating and plagiarism.
5. Damage to or misuse of property, including misuse of technology or use of technology in a way that causes property damage
6. Failing to follow the instructions of an administrator, teacher, or other School District representative.
7. Gang activity.
8. Inappropriate physical contact with another person, as well as acts of physical aggression, fighting, horseplay and play fighting.

9. Possession, distribution, or use of alcohol, drugs, and tobacco (including look alike substances and synthetic substances) or paraphernalia.
10. Possessions of weapons (as defined in School Board Policy 501) explosives, incendiary devices, or any type of combustible substances.
11. Substantially interrupting the learning environment.
12. Sexual misconduct and sexual assault.
13. Theft.
14. Threats of violence.
15. Trespassing.
16. Using language that is not appropriate in a school setting or possessing materials containing language that is not appropriate in a school setting. Inappropriate language includes abusive, profane, obscene, or threatening language. Inappropriate language also includes language that constitutes cyberbullying, bullying, discrimination, harassment, or hazing. Teasing and name-calling may also be considered inappropriate language.

Anti-Discrimination Policy

It is the intent of the School Board Policy to comply with federal and state law prohibiting discrimination to the end that no person shall, on the grounds of race, color, national origin, creed, religion, sex, marital status, status with regard to public assistance, age or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program; or in employment or recruitment, consideration or selection thereof; whether full-time or part-time, under any educational program or activity operated by the district for which it receives federal financial assistance.

The School District has a written plan to help assure that curriculum and materials, which are used in the district educational program, are designed to ensure that staff and students gain an understanding and appreciation of diverse persons. In addition, special emphasis is placed on understanding the cultural diversity of the United States of America. A complete copy of this plan is on file at the district office.

Bullying Prohibition

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.

No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

False accusations or reports of bullying against another student are prohibited.

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.

Nondiscrimination

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs or activities. The school board has designated school social worker, Kelly Jensen, 2121 Broadway Ave, St. Peter, MN 56082, 507-934-4212, as the district human rights officer to handle inquiries regarding nondiscrimination.

Notice of Violent Behavior by Students

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Drug Free School and Workplace

The possession and use of alcohol, controlled substances, and toxic substances are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The school district will discipline or take appropriate action against anyone who violates this policy. Students in possession of or suspected to be under the influence of substances will be referred to meet with the principal immediately.

District policy is not violated when a person brings a controlled substance that has a currently accepted medical treatment into a school location for personal use if the person has a physician's prescription for the substance except marijuana is not allowed on school property even if prescribed. Students who have prescriptions must comply with the school district's "Student Medication" policy. The school district will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

Tobacco-Free Schools; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction:

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco, tobacco-related devices, or carrying or using activated electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. For detailed information on the school district's "Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction" policy, see full board policy. Contact the building principal if you have questions or wish to report violations.

A limited exception to the tobacco prohibition exists for adult members of an Indian tribe, as defined under Minnesota law, who may light tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony.

Bus Transportation Policy

The development of this policy is based on the state law that says riding a school bus is a privilege and not a right. Failure to meet bus expectations will result in the loss of bus privileges.

School Bus Rules

The School District school bus safety rules are to be posted on every bus. If these rules are broken, the School District's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the School District's Transportation Office/School Office.

Bus Expectations

1. Keep your arms, legs and belongings to yourself.
2. Follow the driver's direction right away.
3. Sit in the seat facing forward.
4. Talk quietly and use appropriate language.
5. Keep all parts of your body inside the bus.
6. Keep your arms, legs, and belongings to yourself.
7. No fighting, harassment, intimidating, or horse playing.
8. Do not throw any object.
9. No eating, drinking, or using tobacco or drugs.
10. Do not bring any weapon or dangerous objects on the school bus.
11. Do not damage the school bus.

Classroom Behavior Expectations

Respect the rights and property of others

1. Respect other student's right to learn as you desire respect for your learning
2. Respect the physical environment and space of other students. Physical touch between students is discouraged for the safety and well-being of all students.
3. Think about before respect before you speak
4. Food and drink are only permitted in the classroom when given permission and students are responsible for cleaning up after themselves.
5. Use proper language and dress appropriately (school is a "job")

Engage in learning activities

6. Be prepared
7. Be on time for class
8. Be on task during class, follow along, engage in discussion, ask questions, etc.

Personal and school devices

9. Electronic devices may be used in class when there is not active teaching/speakers, class discussions or educational videos.
10. Electronic devices must stay on your desk during class time (not in hands).
11. Electronic devices may be used during break and during lunch
12. Sound (including vibration) on devices must be turned off
13. Students must follow the "acceptable use" policy on school and personal devices at school.

School Breakfast and Lunch Program

St. Peter Public Schools is part of Minnesota's Free School Meals program. This program allows students to get one breakfast and one lunch free of charge each day at school. Additional items and second servings are available at a cost to the student/family.

- Second breakfast entree: $1.50
- Second Lunch entree: $2.00
- Second full breakfast/adult meal: $2.35
- Second full lunch/adult meal: $4.95
- Extra milk: $.35

Meal-time Expectations

1. Students are to eat meals in the lunch cafeteria unless permitted by the teacher to eat in the classroom.
2. While in the cafeteria, students are expected to:
    a. Clean up after themselves.
    b. Respect one another and wait their turn to receive their food.
    c. Treat the cafeteria staff with respect at all times.
    d. Consume their food in the cafeteria.
    e. Remain in designated areas until released by the lunchroom area supervisors.
3. Students will have a lunch account number to use for every meal.
4. Students must eat lunch on site and cannot leave the building for lunch
5. Lunch deliveries: If students order lunch to be delivered to school, it must be delivered during lunch hours. Food deliveries should not disrupt learning time. This food must be consumed in the cafeteria or outdoor eating area - not the classroom.

Harassment and Violence

All students and staff at Rock Bend have the right to be treated with respect and to feel safe. We will maintain an environment that is free from harassment, bullying, intimidation and/or discrimination.

All reports of harassment will be taken seriously and actions will be taken appropriate to the report. Students and adults alike are expected to follow the guidelines that prohibit

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.

Harassment can include, but is not limited to:

1. Name calling, jokes or rumors
2. Graffiti, drawings, notes, or online postings
3. Unwelcome touching of a person and/or their clothing

If you feel you have been harassed, bullied, intimidated or discriminated against, you should make reports in the following order:

1. Rock Bend Teacher or Paraprofessional
2. Alternative Schools & Program Administrator: Jana Sykora
3. Saint Peter High School Harassment Officer: Kelly Jensen

Hazing Prohibition

Hazing activities of any type performed by students, teachers, administrators, volunteers, contractors, or other employees of the school district are inconsistent with the educational goals of the school district and are prohibited at all times.

Permission to drive to school and park at school

Students are permitted to transport themselves to school as long as they have a valid driver's license and car insurance. Students are not required to have parking permits. Student drivers must complete a *Permission to Drive & Park Form* and submit this prior to driving and parking at school.

Student Appearance

The policy of the school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

Appropriate clothing includes, but is not limited to, the following:

1. Clothing appropriate for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing appropriate for the activity (i.e., physical education or the classroom).

Inappropriate clothing includes, but is not limited to, the following:

1. Clothing that is not in keeping with community standards.
2. Clothing bearing a message that is lewd, vulgar, or obscene.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or

violence against other individuals as defined in the district's harassment and violence policy.

5. Any apparel or footwear that would damage school property.

The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.

When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.

Violations of other School Board Policies

Violations of other School Board Policies may also result in disciplinary action. Full policies can be found online.

A. School Board Policy 102, Equal Educational Opportunity;
B. School Board Policy 417, Chemical Use and Abuse;
C. School Board Policy 419, Tobacco-Free Environment;
D. School Board Policy 501, Weapons;
E. School Board Policy 502, Search of Student Lockers, Desks, Personal Possessions, and Student's Person;
F. School Board Policy 505, Distribution of Non-School Sponsored Materials on School Premises by Students and Employees;
G. School Board Policy 521, Student Disability Nondiscrimination;
H. School Board Policy 527, Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches;
I. School Board Policy 528, Student Parental, Family and Marital Status Nondiscrimination;
J. School Board Policy 536, Student Internet Acceptable Use and Safety Policy;
K. School Board Policy 627, Academic Honesty;
L. School Board Policy 709, Student Transportation Safety.

SECTION IV: Guidelines & Procedures

Animals in the Classroom

Requests for bringing animals to the classroom require prior approval from the building principal. The request should include the educational purpose, proof of animal health records, as well as guardian consent for each student in the classroom. The consent form will be distributed prior to approval and will include acknowledgement of any known student allergies. If consent is not granted, reasonable accommodations will be made when appropriate. If the animal is staying for an extended time, the teacher is responsible for submitting an animal care

plan, which should include allocated responsibility in the event of an absence. The school reserves the right to deny an animal request at any time.

Background Checks

Background checks are completed on all employees, anyone that provides an extended service involving students in our school district, and parent chaperones/volunteers when students will be left under the supervision of a chaperone (i.e., field trips).

Complaints

Students, parents/guardians, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the building level where appropriate. The appropriate administrator will respond in writing to the complaining party regarding the school district's response to the complaint.

Distribution of Non School-Sponsored Materials on School Premises

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing nonschool-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner. For detailed information, see the complete "Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees" policy.

Elopement Plan

Students who have demonstrated a pattern of elopement from the school setting will have a specific elopement plan developed in collaboration with parents, case manager, teacher, principal, social worker, nurse and others as identified.

Emergency Drills

Regulations require that emergency drills be conducted during the school year. By law, we are required to run five (5) fire drills, five (5) lockdown drills, and one (1) severe weather drill. When the alarm sounds, each class will follow the directions outlined by the teacher. By practicing emergency procedures, we will be better able to respond if/when an emergency occurs.

Emergency & Crisis Response

All school faculty and staff assigned to the program will be annually trained and certified in CPI. School staff and faculty will follow emergency management policies and school district policies when addressing crises.

Fire extinguishers, smoke/heat sensors, and fire alarms are apparatus which are to only be used in the event of emergencies. People who intentionally isuse this equipment will be referred to the proper authorities.

Emergency Evacuation Procedures

Fire Emergency

1. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all students have passed out of the room. If there is time, teachers are to close doors and bring class rosters with them.
2. As soon as the alarm is sounded, students should rise and pass in a rapid, orderly manner from the room by the exit used for regular dismissal. An orderly dismissal with minimal talking is expected. Maintaining a minimal noise level will allow for emergency instructions or changes in regular procedure to be heard. The first students to arrive at any exit should hold the door open until teachers arrive to relieve them.
3. Students will not take their coats, jackets or books with them.
4. As soon as all students have exited the building, the teachers will take their positions at the exit from which the students exited and under no circumstances allow any of them to enter the building until the "all clear" has been given by the designated staff.
5. Have students move into the parking lots. The space near the building should be absolutely clear. Students should return to the building after a drill by the same route that they left the building.
6. Where to go from classrooms: Each room will have a fire escape assignment posted in the room and teachers will explain fire drill exit procedures during the first week of school.
7. Do not leave the school grounds during a drill or emergency unless you are directly supervised by a high school staff member.

Armed Intruder

Students and staff will follow ALICE training protocol in the event of an armed intruder. Our evacuation meet-up location will be communicated to students and families.

Civil Defense Alert

Students will be sent home if official civil defense communications indicate there is sufficient time before dangerous conditions develop. (Information will be released by the proper authorities to all communications media). In case conditions will not allow time for students to be dismissed, students will be assembled in designated areas in the building.

Tornadoes

Public warning signal: 5 minutes steady blast on the civil defense siren and repeated if necessary. Staff should proceed with all students to pre-designated tornado shelter. Students should sit down and cover their heads.

Emergency Procedures For Serious Accidents

1. Do a primary survey of scene and person
2. Check airway, breathing, and circulation -- ABC's
3. Check for bleeding, start first aid
4. Send for assistance. DO NOT leave injured person unattended
5. Determine the need for immediate medical attention
6. Instruct someone to CALL 911
7. Notify principal and school nurse at appropriate time
8. Complete incident/injury report
9. No injured person is to be sent home without prior approval or supervision.
10. Parent/emergency contact must be notified.

Fees and Fines

No student shall be required to pay a fee for a required program, project, or activity that occurs during the regular school year.

Fees may be charged in the following areas:

A. In any program where the resultant product, in excess of minimum requirements and at the student's option, becomes the personal property of the student.
B. Admission fees or charges for extracurricular activities where attendance is optional.
C. A parking permit fee for any vehicle using the school's parking lot.
D. A security deposit to assure the return of materials, supplies or equipment.
E. Personal physical education and athletic equipment and apparel.
F. Items or products that are purchased for personal use, such as, student publications, class rings, annuals and graduation announcements.
G. Fees specifically permitted in any other statute.
H. Field trips considered supplementary to a district's educational program and not required or graded.
I. Any authorized voluntary student health and accident benefit plan.
J. For use of musical instruments that the district owns or rents.
K. Students may be required to furnish personal or consumable items including pencils, papers, pens, erasers and notebooks.
L. Fees may not be charged in the following areas:
    a. Textbooks, workbooks, art materials, laboratory supplies and towels.

b. Supplies necessary for participation in any instructional course except as specifically authorized.
c. Field trips that are required as a part of a basic educational program or course.
d. Graduation caps, gowns or any other specific form of dress necessary for the educational program.
e. Instructional costs for necessary school personnel employed in any course or educational program required for graduation.
f. Library books required to be utilized for any educational course or program. (A fee may be charged for lost books).
g. Admission fees, dues or fees for any activity the student is required to attend.
h. Any admission or examination cost of any required educational course or program.
i. Locker rentals. (A deposit for a padlock or key is permissible)

Field Trips

Occasionally certain classes offer opportunities for students to visit sites outside the school that are related to the course. These opportunities are a privilege and may be denied for just cause. It is required that students return the signed "permission slip" to their teacher before they leave on the field trip. Only school-authorized transportation will be used and at least one faculty member will chaperone each vehicle used for the field trip.

General Security

Student entry doors for Rock Bend will be locked at all times throughout the day. Visitors must check. Students and visitors are not allowed in the mail and copy room.

Gifts to School District Employees

The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia. Employees may accept items of insignificant value of a promotional or public relations nature. The superintendent has discretion to determine what value is “insignificant.”

Lost and Found

Lost and found articles are located in the school office. Students are encouraged to check this area for items that may have been lost. Unclaimed items will be donated at the end of the school year.

Messages and Calls from Home

Except in cases of emergency, the office does not call students out of classes when parents leave messages for their student.

Parent Right to Know

If a parent requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Pledge of Allegiance

The School Board recognizes the need to provide instruction in the proper etiquette, display, and respect of the United States flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end. Students in this School District shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted by each individual classroom teacher or the teacher's surrogate; or over a school intercom system by a person designated by the school principal or other person having administrative control over the school. Any student or teacher may decline to participate in recitation of the Pledge of Allegiance to the flag. Others must respect the choice not to recite the Pledge. Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag. Students will also be instructed in patriotic exercises.

Reporting to Parents

It is School District policy to inform parents at regular intervals of their student's attendance, academic, and disciplinary matters. Consequently, the following reports will be available at appropriate times to parents:

Attendance

Notices of irregular attendance practices will be forwarded to parents/guardians at appropriate intervals. Should poor attendance continue, a conference with the student's parents/guardians will be necessary. Continued poor attendance could result in the student's forfeiting credit in the particular class.

Academic Reports

The grading system is A, B, C, D, F, No Credit and Incomplete. Report cards are available on-line to parents, guardians, and students at the end of each grading period. On-line access can be obtained by contacting Kathy Wobbrock at 934-4210 ext 418, or kwobbrock@stpeterschools.org. Paper copies will be mailed at the end of each semester.

Parent conferences will be held during each school year. The dates for parent conferences are noted in the school calendar.

Discipline Referrals

Whenever any form of disciplinary action is necessary, a discipline referral will be sent to the parents/guardians informing them of the misconduct as well as the administrative action taken.

School Closing Procedures

School closing: In the event of bad weather, school closings and late start announcements will be made over local television and radio stations beginning about 6:30 a.m. The same local media will be used if school must be dismissed early. The school district will also activate its emergency communications system (BlackBoard Connect). The same local media and BlackBoard Connect will be used if school must be dismissed early.

Flexible Learning Day: Saint Peter Schools utilizes Flexible Learning Days. The term “Flexible Learning Day” refers to a day when school is canceled due to inclement weather and students participate in curriculum-aligned learning opportunities at home.

1. Teachers and students at Rock Bend ALC will utilize Google Classrooms and printed homework packets to participate in learning opportunities. Coursework will be posted online by 10:00 am on Flex Learning days, and packets will be sent home prior to flexible learning days for students to utilize if/when needed.
2. If a flexible learning day is anticipated, Chromebooks may be sent home with students. Otherwise, students may use devices at home. Flexibility on assignment deadlines will be granted for students with limited or no access.
3. Teachers will be available by email for questions from 10:00 am - 3:00 pm.

Student Records

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purpose of students records, an “eligible” student is one who is 18 or older or who is enrolled in an institution of post-secondary education. For more information on the rights of parents/guardians and eligible students regarding student records, see full board policy.

Student Surveys

Occasionally, the school district utilizes surveys to obtain students’ opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection, and use of information for marketing purposes, and certain physical examinations, see full board policy.

Searches

Equipment that belongs to the school district may be used by students at their convenience. The school insists that designated student space be properly cared for and not used for the storage of illegal items such as firearms, liquor, cigarettes, illegal drugs, etc.

Student Rights

1. A search of a student's person should be limited to a situation where the administration has reasonable belief that the student is concealing evidence of an illegal act or school rule violation.
2. Dangerous items (such as firearms, weapons, etc.) and other items, which may be used to substantially disrupt the educational process, will be removed from the student's possession.
3. A general inspection of school properties including, but not limited to, student designated spaces or desks may be conducted on a regular basis. Illegal items and items belonging to the school or another person will be seized.
4. All items seized may be returned to the proper authorities or the true owner.
5. Students may be given the opportunity to be present when a search of personal possessions is conducted if there is no reason to believe that their presence would be a threat to the safety of themselves or others.
6. When a custodial interrogation takes place in school by a law enforcement official or police officer, students should be advised of their rights by the proper authority, including the right to counsel and the right to remain silent.
7. Designated student spaces may be searched by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant. This is 1995 Minnesota Legislation (HF107, Article 3, Sec. 10-12).

8. It is a policy of the state of Minnesota (Subdivision 1) that school lockers/cubicles are the property of the school district. At no time does the school district relinquish its exclusive control of lockers/cubicles provided for the convenience of students. Inspection lockers/cubicles may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. These searches may be carried out by a specially trained dog. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to the students whose locker/cubicle were searched unless disclosure would impede an ongoing investigation by police or school officials.
9. School principals will conduct periodic inspections of the school space. These inspections may be announced or unannounced and may be carried out using specially trained dogs to sniff out and alert staff to the presence of substances prohibited by law or district police.

Grievance Procedure

In an attempt to give our students an opportunity to present legitimate grievance, they may have access to the following grievance procedure, which has been adopted:

1. A student with a particular grievance or complaint is urged to first try to resolve the problem with the other party involved on a one-to-one basis (i.e., grades, discipline, school policy, etc.).
2. If the problem cannot be resolved at level one, the student should then bring that problem to the attention of the principal who will call together the grievant and the other party involved to attempt to mediate and resolve the problem.
3. If, after the final decision of the principal, the grievant still believes the problem is unresolved, further appeal may be granted through request made to the principal for review by the Superintendent of Schools.

SECTION V: Health and Medication

Emergency Care Policy

In the event of an emergency or serious illness, it is the policy of the School District to provide appropriate medical response and to contact the parent/guardian in a timely manner.

In a life-threatening emergency, the school will contact emergency response personnel immediately. The parent/guardian or designated emergency person will be contacted at the same time.

If the situation is not life threatening, but the student requires urgent care and the school cannot contact a parent/guardian or designee, school personnel will transport the student to the Saint Peter Community Hospital for care. The School District will not provide transportation outside of Saint Peter for care. When parents/guardians arrive at the hospital, they will be able to change health care providers if they so desire. It is the responsibility of the parent/guardian to pay any incurred medical expenses.

Immunizations

All students must provide proof of immunization or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact the school nurse.

Injuries or Illnesses/Accident Reporting Procedure/Insurance

Injuries and Illnesses

1. Students should notify the nearest teacher in case of injury, illness or emergency.
2. Students who become ill should inform their teacher immediately. The teacher will consult with the teacher, principal or district nurse if necessary.
3. Students who become ill while at school should NOT go to the restroom and sit for the class period. Students who do this will be marked as absent unexcused and detention will be assigned.
4. Students may not leave the school building for illness without first discussing it with their teacher and obtaining a leave school permit. The teacher or principal will telephone the parents/guardians to obtain their permission for the student to leave the building.

Accident Reporting Procedure

Students who suffer injuries from any particular accident should report to their teacher or immediate supervisor. If the supervisor is not available, the student should report to the principal's office, at which time the proper action will be taken.

Notification of Health Office and Parents

Any adult on school staff has the responsibility to notify the district nurse of an injury to any student, staff or visitor on school grounds.

Treatments or medications can only be given with signed permission of a physician and parent. When the injured or ill person is placed in the care of the family or emergency medical response team, the school's responsibility is fulfilled. The name of each person's health care provider is recorded on the health and emergency cards.

Student Medication

The School District acknowledges that some students may require prescribed and/or non-prescribed medication during the day. Medication will be administered by the school nurse or her/his designee, such as a trained health assistant, a principal, or a teacher.

Prescription and non-prescription medication requires a completed, signed authorization from the student's parent or guardian. The School District may rely on an oral request from the parent or guardian to administer medication for up to two school days, until a written authorization is received.

1. Prescription and non-prescription medication must come to school in the original prescription container. A medication permission form must be completed annually and/or when a change in the prescription occurs.
2. Prescribed medication that is to be taken in school requires a written order from the physician.
3. Medications are generally not to be carried by the student. If an exception is to be made, there must be a written agreement between the School District and the parent. Medications will be left with the appropriate School District representative, except as noted in a written agreement between the School District and the parent. Students are allowed by Minnesota statute to carry inhalers for asthma and epi-pens for allergic reactions.
4. Parents or guardians must notify the school if any change in the student's medication or if the medication is no longer required. For medication dosage changes, the School District must receive written notification from the physician.
5. For drugs or medicine used by children with a disability, administration of medicine may be provided as specified in the individual education plan (IEP).
6. The school nurse, or other designated person, shall be responsible for filling out the medication administration forms in the student's health record section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.

Physical Examinations

For the benefit of the individual student and the protection of other students and school personnel, it is the policy of the Saint Peter Public Schools to recommend periodic physical examinations of all students by a licensed physician. The selection of a licensed physician shall be made by the parents or guardians and the examination shall be at their expense.

1. A physical examination is recommended for all students prior to entry into kindergarten.

2. A physical examination is recommended for all students prior to entry into seventh grade.

Exempting a student from the physical examination does not exempt the student from participating in the program of physical education. If such exemption is utilized, the student or parent (depending upon the student's age) shall furnish a written statement to the School District verifying that either the student has no disabilities and can fully participate or, setting forth the disabilities and limitations of the student.

SECTION VI: Technology

Through the Saints Digital Learning Initiative, Saint Peter High School continues its commitment to offering students and teachers access to best-practice strategies and modern equipment to improve the classroom experience.

1:1 Devices

Students at Rock Bend ALC are assigned a chromebook to use. Students should keep the chromebook in the classroom unless given explicit permission or direction to bring the device home.

Acceptable use of technology and internet

It is the general policy that all computers used throughout Saint Peter Public Schools are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to the policy and the guidelines of the use of computers will result in the revocation of access privileges.

Students who intend to utilize the Saint Peter School District network and Internet connection will need to sign an Acceptable Use Statement at the beginning of their enrollment. This Statement will be on file and can be found on the district website.

The following information outlines the rules and regulations related to Board of Education Policy 006v20254 Acceptable Use and Internet Policy.

Despite its enormous educational potential, the Internet also contains the potential for abuse. Saint Peter Public Schools is not responsible for ensuring the accuracy or usability of any information found on external networks. For safety purposes, Saint Peter Public Schools employs both an Internet filter and firewall, and maintains compliance with CIPA (Children's Internet Protection Act).

The Board of Education expects all students to abide by the Acceptable Use Procedures of Saint Peter Public Schools. Failure to follow the guidelines may result in disciplinary action.

Limited Educational Purpose

1. The Saint Peter Public Schools computer network has not been established as a public access service and is not an “open” or “limited open” forum. The term “educational purpose” includes but is not limited to information management, classroom activities, media center projects, research, career development, and limited curriculum-related work on an individual student basis.
2. Saint Peter Public Schools has the right to place reasonable restrictions on the material accessed or posted through the system. Students are expected to follow the rules set forth by the district and the law when using the Saint Peter Public Schools computer network.
3. Students may not use the Saint Peter Public Schools computer network for commercial purposes. This means products or services may not be offered, provided, or purchased through the Saint Peter Public Schools computer network.
4. The Saint Peter Public Schools computer network may not be used for political lobbying. It may be used to communicate with elected representatives and to express opinions to them on political issues.

Internet Access

1. Students shall have access to Internet World Wide Web information resources through their classroom, library, or school computer lab.
2. Parent(s)/guardian(s) are given the opportunity to determine their child’s access to the Internet when they enter the public school system, and in Grades 3 and 7. Students and their parent(s)/guardian(s) must sign an Acceptable Use Consent Form to be granted access to the Internet. Parent(s)/guardian(s) can withdraw their approval at any time.
3. The use of the school district system and access to use of the Internet is a privilege, not a right. The school district reserves the right to limit or remove any user’s access to the school district’s computer system, equipment and Internet access at any time for any reason.

Unacceptable Uses

Personal Safety

Students shall not post personal contact information about themselves or other people on the Internet. Personal contact information could include, but is not limited to, student’s or employee’s home address or telephone number, a student’s school address, and an employee’s work address. It is not a violation of this policy to include the school’s return address on outgoing email communications.
Students shall not agree to meet with someone met on-line without parent's approval.

Students shall promptly disclose to their teacher or other school employee any message received that is inappropriate or causes discomfort.

Illegal Activities

1. Students shall not attempt to gain unauthorized access to Saint Peter Public Schools computer network or to any other computer system through Saint Peter Public Schools computer network or go beyond authorized access. This includes attempting to log in through another person's account or access another person's files.
2. Students shall not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means.
3. Students shall not use the Saint Peter Public Schools computer network system to engage in any illegal act, such as arranging for the sale or use of drugs or alcohol; that facilitate criminal gang activity; that facilitate gambling; or that violate any local, state or federal statute.
4. Students shall not use the Internet or the district's computer network to harass or threaten the safety of others.
5. Students shall not misuse the computer equipment or network, to include but not exclusive of, deletion or violation of password-protected information, computer programs, data, password or system files; inappropriate access of files, directories, Internet sites; deliberate contamination of the system, unethical use of information, or violation of copyright laws is prohibited.

System Security

1. Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use their accounts.
2. Students shall immediately notify a teacher or the system administrator if they have identified a possible security problem. Students should not look for security problems, because this may be construed as an illegal attempt to gain access. Under no conditions should students provide other students with their password.
3. Students who gain access to teacher computer files, directory, programs, and website without permission from the teacher will be subject to disciplinary action.
4. The district will assign specific staff with security, management, and account responsibilities associated with the district's Internet resources and network accounts.
5. Tampering with the district's computer security system, and/or applications, and/or documents, and/or equipment, will be considered vandalism, destruction, and defacement of school property. Please be advised that it is a federal offense (felony) to break into any security system. Financial and legal consequences of such actions are the responsibility of the user and/or student's parent or guardian.

Inappropriate Language

1. Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.

2. Students shall not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
3. Students shall not post information that could cause damage or a danger of disruption.
4. Students shall not engage in personal attacks, including prejudicial or discriminatory attacks, based on a person's race, gender, sexual orientation, religion, national origin, or disability, or engage in any other harassment or discrimination prohibited by school district policy or by law.
5. Students shall not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If students or staff are told by a person to stop sending them messages, they must stop.
6. Students shall not knowingly or recklessly post false or defamatory information about a person or organization.

Respect for Privacy

Students shall not re-post a message that was sent to them privately without written permission of the person who sent them the message. Students shall not post private information about another person on the Internet.

Respecting Resource Limits

1. Students shall use the system only for educational and career development activities and limited curriculum-related work on an individual student basis.
2. Students will have access to limited space on the school's computer server. Users are responsible for making back-up copies of the documents and files that are critical to their use.
3. Students shall not deliberately or knowingly delete another student's file.
4. Students and employees shall only use software that is supplied by the school district.
5. Students shall not install hardware or software on the school district's computer system without the permission of the technology coordinator.

Plagiarism and Copyright Infringement

1. Students shall not plagiarize works that are found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
2. Students shall respect the rights of copyright owners. Copyright infringement occurs when one inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, follow the expressed requirements. If students are unsure whether or not work can be used, request permission from the copyright owner. Copyright law can be very confusing; ask media specialists for guidance as needed.

Access to Inappropriate Materials

1. Students shall not use the Saint Peter Public Schools computer network to access material that is profane or obscene (pornography), contains viruses, network hacking

programs, or similar programs that advocate illegal acts, or that advocates violence or discrimination towards other people (hate literature).

2. If students mistakenly access inappropriate information, they should immediately inform their teacher, media specialist, or another district employee. This will protect them against claims that they have intentionally violated this policy.
3. Parent(s)/guardian(s) should instruct students if there is additional material that they think it would be inappropriate for them to access. The district expects that students follow their parent's instructions in this matter.
4. Educators will monitor student use of the Internet in schools and will take reasonable measures to prevent access by students to inappropriate materials on the Internet and World Wide Web and restrict access to materials harmful to students.
5. The district may monitor the online activities of students, and operate technology protection measures (filtering/blocking devices or software) on all computers on the district's computer network as required by law. The filtering/blocking software will attempt to protect against access to visual depictions that are obscene, harmful to students, and child pornography, as required by law. Invasion or disabling of the filtering/blocking device installed by the district, including attempts to evade or disable, is a violation of the Acceptable Use Policy.
6. Students have access to devices for overnight use. When connecting to the Internet, our firewall does **NOT** filter inappropriate content off the school network.

Disciplinary Action

The school district may take disciplinary action when a student violates any portion of the Acceptable Use Policy. Disciplinary action may include, but it is not limited to:

- Meeting with the Technology Coordinator, Media Center Specialist or Principal;
- Detention/School-After-Hours;
- Loss of school privileges;
- Parent/Guardian conference with school staff;
- Modified school programs;
- Removal from class;
- Co-curricular ineligibility;
- Suspension;
- Exclusion;
- Expulsion.

SECTION VII: Staff Responsibilities

Background Checks

All employees of Saint Peter Public Schools are required to pass criminal background checks. These checks include the Minnesota Bureau of Criminal Apprehension check and also the nationwide Orange Tree employment screening.

Supervision of Students

Due to the nature of the behaviors of students attending the Rock Bend ALC, and the importance of keeping everyone safe, the following procedures should be followed at all times.

1. Students should be watched at all times, including when they get drinks of water, go to the front door, or other activities outside or inside the classroom;
2. All doors should be locked at all times unless the rooms are occupied by staff;
3. Students should not answer the front door unless the teacher is certain that the person at the door is unit staff;
4. Students should be supervised walking to the door if they are being picked up for appointments;
5. Staff should have eyes on students at all times.
6. Classroom should not be completely dark. During videos, blinds should be left open and office lights should be kept on;
7. Computer screens should be visible to staff at all times. This means that there should be only enough students in the computer lab at one time that can be supervised carefully;
8. When taking walks outside, students should walk in single file, or be in small groups with a staff person, to monitor communication and boundaries;
9. Individual safety plans that are developed by a teacher should be shared with all staff and followed at all times;
10. The best supervision is to move about the classroom frequently rather than staying in the same desk or chair all the time;
11. Students should always be sitting in a desk or chair apart from each other so no touching or secretive conversations can occur;
12. If students are sitting at a table together, staff should be sitting in a position to supervise what goes on under the table.

Classroom Supervision

Teachers may be out of the classroom for short periods of time to attend a suspension conference, to call the unit, to confer with another teacher, or to make a phone call without additional supervision, provided there is a staff member in the room.

If the teacher is attending a meeting or will be out of the classroom for an extended period of time (no longer than 30 minutes), the following may occur:

A substitute teacher may be hired for part or all of the time the teacher will be absent at the discretion of the classroom teacher and the principal. If a sub is not hired, the classroom teacher should request that two other teachers in the building assist with supervision of the classroom while the teacher is gone. This means that the two teachers assisting with supervision should check periodically with the paraprofessional to assess classroom climate and to see if assistance is needed. If the paraprofessional is uncomfortable with student behavior or with other classroom issues, more assistance from a licensed teacher should be offered.

Mandated Reporting

By law, all school employees are mandated reporters. Failure to report could result in serious legal implications for staff. The responsibility of reporting is with the person who has received information that leads them to believe that abuse may have occurred.

Professional Ethics

School personnel should not discuss students and other confidential school business in the community. It is sometimes necessary to discuss student problems and parent related problems at school with other school personnel providing it is done for constructive purposes. It is not ethical or fair to the child to discuss student problems and situations in the community.

Appendix: Policy

The following outlines district policy required by district policy or state statute to be included in student handbooks. All of the district's policies can be found at https://www.stpeterschools.org/page/school-board

Contents:

• **Bullying Prohibition: Policy 514**	• **Student Records: Policy 515**

• **Distribution of Nonschool-Sponsored Materials: Policy 505** • **Employment Background Checks: Policy 404** • **Harassment and Violence: Policy 413** • **Hazing Prohibition: Policy 526** • **Student Attendance: Policy 503** • **Student Discipline: Policy 506**	• **Student Surveys: Policy 520** • **Tobacco-Free Environment: Policy 419** • **School Meals: Policy 534** • **Pesticide Application Notice** • **Lead in School Drinking Water** • **Language Access for Families** • **Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information**

514 BULLYING PROHIBITION POLICY
BULLYING PROHIBITION POLICY

[Note: School districts are required by statute to have a policy addressing bullying.]

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:

1. on the school premises, at the school functions or activities, on the school transportation;

2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or

3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.

C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or

activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

H. False accusations or reports of bullying against another student are prohibited.

I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;

2. The levels of harm, surrounding circumstances, and nature of the behavior;

3. Past incidences or past or continuing patterns of behavior;

4. The relationship between the parties involved; and

5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

G. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct,

sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct. .

H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

I. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply

with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three 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 Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;

2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and

5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents and other community members to develop and implement prevention and intervention programs;

3. Engage all students and adults in integrating education, intervention, and

other remedial responses into the school environment;

4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;

5. Teach students to advocate for themselves and others;

6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. This policy must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.

C. This policy must be distributed to each school district or school employee and independent contractor at the time of hiring or contracting.

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. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.

G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota 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 Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

505 DISTRIBUTION OF NONSCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

A. "Distribute" or "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.

B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

D. "Minor" means any person under the age of eighteen (18).

E. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the district for which

student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

F. “School activities” means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

G. “Libelous” is a false and unprivileged statement about a specific individual that tends to harm the individual’s reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.

B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous or slanderous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises or promotes any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person’s race, religious, or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. Distribution by students and employees of nonschool-sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;

2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;

3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;

4. the quantity or size of materials to be distributed;

5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;

6. whether distribution would require that nonschool persons be present on the school grounds;

7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

C. No one shall coerce a student or staff member to accept any publication.

D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.

2. Date(s) and time(s) of day intended for distribution.

3. Location where material will be distributed.

4. If material is intended for students, the grade(s) of students to whom the distribution is

intended.

B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district's Student Discipline Policy.

B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.

C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks and posted in school buildings.

IX. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

404 EMPLOYMENT BACKGROUND CHECKS

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district

will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.

B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.

C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minn. Stat. § 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide payment for conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual to provide a criminal background check at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

C. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.

D. Copies of this policy shall be available in the school district's employment office and will be

distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.

E. The individual will be informed of the results of the criminal background check(s) to the extent required by law.

F. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.

G. The school district may apply these procedures to other volunteers, independent contractors, or student employees.

H. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is included with this policy.

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. <u>Protected Classifications; Definitions</u>

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

1. 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 superintendentv2025

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, 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.

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.

E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.

F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.

H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. "Immediately" means as soon as possible but in no event longer than 24 hours.

C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.

E. "Student" means a student enrolled in a public school or a charter school.

F. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.

F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.

C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.

B. The school district will develop a method of discussing this policy with students and employees.

503 STUDENT ATTENDANCE

I. PURPOSE

A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

B. This policy also recognizes that class attendance is a joint responsibility to be shared

by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes, section 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval.

1. Excused Absences

a. A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to any member of the board, a truant

officer, or the school official designated by the a principal, or the superintendent. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.

[NOTE: This paragraph quotes Minnesota Statutes, section 120A.22.] **[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 120A.22 as indicated above.]**

b. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school.

c. The board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.

d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

(1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:

(a) Child illness, medical, dental, or orthodontic treatment, or a counseling appointments; including appointments conducted through telehealth.;

(b) Family emergencies;

(c) The death or serious illness or funeral of an immediate family member;

(d) Active duty in any military branch of the United States;

(e) The child has a condition that requires ongoing treatment for a mental health diagnosis; or

(f) Court appearances occasioned by family or personal action.

(g) Physical emergency conditions such as fire, flood, storm, etc.

(h) Official school field trip or other school-sponsored outing.

(i) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.

Other exemptions included in this attendance policy:

(i) Family vacations with prior Principal approval

(ii) Personal trips to schools or colleges with prior Principal approval

(iii) The Building Principal can make exceptions for unexcused circumstances.

(2). that the child has already completed state and district standards required for graduation from high school; or

(3). that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

[NOTE: Subparagraph 3 above incorporates the 2024 amendment to Minnesota Statutes, section 120A.22, subdivision 12.]

[Note: In 2024, the Minnesota legislature amended Minnesota Statutes, section 120A.22, subdivision 12. The legitimate exceptions set forth above quote this statute. Minnesota law provides that a school board may include other exemptions in the school district's attendance policy. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]

c. Consequences of Excused Absences

(1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

(2) Work missed because of absence must be made up as indicated in each School's handbook. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

(1) Truancy. An absence by a student which was not approved by the parent and/or the school district.

(2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.

(3) Work at home.

(4) Work at a business, except under a school-sponsored work release program.

(5) Any other absence not included under the attendance procedures set out in this policy.

(6) The building Principal can make exceptions for unusual situations.

b. Consequences of Unexcused Absences

(1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

(2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.

(3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

a. Students tardy at the start of school must report to the school office for an admission slip.

b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

a. Illness.

b. Serious illness in the student's immediate family.

c. A death or funeral in the student's immediate family or of a close friend or relative.

d. Medical, dental, orthodontic, or mental health treatment.

e. Court appearances occasioned by family or personal action.

f. Physical emergency conditions such as fire, flood, storm, etc.

g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

b. Parents/guardians of students with excessive tardiness will be notified and an individual behavior plan will be developed with the student support team. Failure to meet these plans may result in disciplinary action

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity

scheduled either during or outside the school day and any school-sponsored on-the-job training programs.

2. In order to participate in co-curricular activities, students must be in attendance at school the full day of the event/practice unless excused by a doctor's note. Individuals with unexcused absences on the day of the event/practice may not participate.

3. School-initiated absences will be accepted and participation permitted.

4. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.

5. If a student is suspended from any class, he or she may not participate in any activity or program that day.

6. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodations should be directed to the building principal.

IV. DISSEMINATION OF POLICY

Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

V. REQUIRED REPORTING

A. Continuing Truant

Minnesota Statutes, section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes, section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes, section 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or

2. Three or more class periods in three days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;

2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;

3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;

4. That this notification serves as the notification required by Minn. Stat. § 120A.34;

5. That alternative educational programs and services may be available in the child's enrolling or resident district;

6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;

7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;

8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and

9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.

2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility.

Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes 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. DEFINITIONS

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes, sections 120Bv20252; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the

pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

A. 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 restrain a student to prevent imminent bodily harm or death to the student or 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 restrain a student to prevent imminent bodily harm or death to the student or 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 to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the 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.

I. Reasonable Force Reports

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right:
A. to an education and to learn.
B. to feel safe and included.
C. to think freely and ask questions

VII. 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)

VIII. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of 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. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;

23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;

24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons

or property;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;

27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;

28. Possession or distribution of slanderous, libelous, or pornographic materials;

29. Violation of the school district's Bullying Prohibition Policy;

30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;

32. Falsification of any records, documents, notes, or signatures;

33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;

35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;

36. Violation of the school district's Harassment and Violence Policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;

39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public

assistance, disability, national origin, or sexual orientation;

43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;

44. Violation of the school district's one-to-one device rules and regulations;

45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

C. The school district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or

3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

D. The school district must not withhold recess from a student based on incomplete schoolwork.

E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124Dv202511 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the

discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;

B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

C. Parent contact;

D. Parent conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Financial restitution;

N. Referral to police, other law enforcement agencies, or other appropriate authorities;

O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

P. Out-of-school suspension under the Pupil Fair Dismissal Act;

Q. Preparation of an admission or readmission plan;

R. Saturday school;

S. Expulsion under the Pupil Fair Dismissal Act;

T. Exclusion under the Pupil Fair Dismissal Act; and/or

U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon

the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "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 ~~F~~rom 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 from 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 from 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 Minnesota Statutes section 121A.29.
    a. Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes section 121A.26;
    b. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to 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.

O. **Unscheduled Student Removal From Class**

A public school is encouraged to adopt a school policy on parental notification for unscheduled student removal from class. The public school must consult with child abuse prevention experts to incorporate best practices into the school policy. A public school with a policy on parental notification must include the policy in the employee handbook and disseminate information to school staff regarding child abuse prevention in a school setting.

[NOTE: The 2024 Minnesota legislature enacted this provision, which does not require a school board to adopt policy language. School districts may determine whether to adopt policy language.]

XII. DISMISSAL

A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to nonexclusionary disciplinary policies and procedures before dismissal, 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. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

   a. a preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

   b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "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^{th}) consecutive day of suspension or the tenth (10^{th}) 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 Minnesota Statutes section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes section 120B.02, although in a different setting.

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 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, 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.

E. 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, 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, 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 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.

XIII. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13.

XVI. 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.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes, section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes, section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes, chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;

2. provide an opportunity for involved parties to submit additional information related to the complaint;

3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;

4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. 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.

XX. 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.

515 STUDENT RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code, section 1232g, *et seq.* (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations, part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minnesota Rules, parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

1. "Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name, dates of attendance, grade level, enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; and honors and awards received. Directory information does not include:

a. a student's social security number;

b. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;

c. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;

d. personally identifiable data which references religion, race, color, social position, or nationality; or

e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

2. Under Minnesota law, a school district may not designate a student's or their parent's home address, telephone number, email address or other personal contact information as "directory information.

E. Education Records

1. What constitutes "education records"

Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute education records

The term "education records" does not include:

a. Records of instructional personnel that are:

(1) kept in the sole possession of the maker of the record;

(2) used only as a personal memory aid;

(3) not accessible or revealed to any other individual except a temporary substitute teacher; and

(4) destroyed at the end of the school year.

b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

(1) maintained separately from education records;

(2) maintained solely for law enforcement purposes; and

(3) disclosed only to law enforcement officials of the same jurisdiction.

c. Records relating to an individual, including a student, who is employed by the school district which:

(1) are made and maintained in the normal course of business;

(2) relate exclusively to the individual in that individual's capacity as an employee; and

(3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:

(1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education;

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or

4. Perform a task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means *Superintendent, Principal, or district level administrative staff*.

N. Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. "Student" also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

P. Summary Data

"Summary data" means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;

6. The right to be informed about rights under the federal law; and

7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations, section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations, sections 300.610-300.617 with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

   a. a specification of the records to be disclosed;

   b. the purpose or purposes of the disclosure;

   c. the party or class of parties to whom the disclosure may be made;

   d. the consequences of giving informed consent; and

   e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:

   a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and

   b. if the parent of a student who is not an eligible student so requests,

the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

   a. identifies and authenticates a particular person as the source of the electronic consent; and

   b. indicates such person's approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:

   a. in plain language;

   b. dated;

   c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

   d. specific as to the nature of the information the subject is authorizing to be disclosed;

   e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;

   f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and

   g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes, chapter 256B or Minnesota Care under Minnesota Statutes, chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

   Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:

   a. performs an institutional service or function for which the school district would otherwise use employees;

   b. is under the direct control of the school district with respect to the use and maintenance of education records; and

   c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code, section 7917, and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes, section 260Bv202571, unless the data are required to be destroyed under Minnesota Statutes, section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

   a. determine eligibility for the aid;

   b. determine the amount of the aid;

   c. determine conditions for the aid; or

   d. enforce the terms and conditions of the aid.

   "Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is

specifically allowed to be reported or disclosed pursuant to state statute adopted:

a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or

b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;

9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United

States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 United States Code, section 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;

14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;

15. To the parent of a student who is not an eligible student or to the student himself or herself;

16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by

law without the written consent of the parent of the student:

a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;

b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes, section 260Bv202571, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes, section 260Bv202571, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the

student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code, section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

23. When requested, and in accordance with requirements for parental consent in 34 Code of Federal Regulations, section 300.622(b)(2), and part 99, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023;

and 125A.027.

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 13.32, subdivision 5, to include this update.]

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;

2. Pursuant to a statute specifically authorizing access to the private data; or

3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

   a. Minnesota Statutes, section 13.32, subdivision 5; and

   b. 20 United States Code, section 1232g, and 34 Code of Federal Regulations, section 99.37, which were in effect on January 3, 2012.

2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under Minnesota Statutes, section 13.32.

3. A parent's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statutes, section 13.32, subdivision 2.

43. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

[NOTE: This section became effective on the day following final enactment (May 19, 2023). Beginning on the effective date, a student's personal contact information subject to this section must be treated as private educational data under Minnesota Statutes, section 13.32, regardless of whether that contact information was previously designated as directory information under Minnesota Statutes, section 13.32, subdivision 5].

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records

generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.

2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:

   a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;

   b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and

   c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

3. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.

4. A parent or eligible student may not opt out of the directory information disclosures to:

   a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or

   b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

5. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;

3. School presently attended by student;

4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

   a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

   b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes, sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes, chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes, chapter 260E, 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 occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case

of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement he or she provided to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes, section 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

   a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

   b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or

   c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, section 121A.40, *et seq*.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

B. Data released to military recruiting officers under this provision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;

2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and

3. copying fees shall not be imposed.

C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority in writing at the beginning of each school year. The written request must include the following information:

1. Name of student and parent, as appropriate;

2. Home address;

3. Student's grade level;

4. School presently attended by student;

5. Parent's legal relationship to student, if applicable;

6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and

7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.

D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and

grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

   a. The disclosures meet the requirements of Section VI. of this policy; and

   b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.

2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code, section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

   [NOTE: 42 United States Code, section 14071 was repealed. School districts should retain this statutory reference, however, as it remains a reference in FERPA and the Minnesota Government Data Practices Act and still may apply to individuals required to register prior to the repeal of this law.]

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations, section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by

an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;

4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy, and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:

   a. the parties who have requested or received personally identifiable information from the education records of the student;

   b. the legitimate interests these parties had in requesting or obtaining the information; and

   c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may

make further disclosures of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:

   a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;

   b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and

   c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations, section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.Ev2025. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.Bv2025. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B) or an act of domestic or international terrorism.

   [NOTE: While Section XIII.Ev2025. does not apply to requests for or disclosures of directory information under Section VII. of this policy, to the extent the school district chooses to limit the disclosure of directory information to specific parties, for specific purposes, or both, it is advisable that records be kept to identify the party to whom the disclosure was made and/or purpose for the disclosure.]

4. The record of requests of disclosures may be inspected by:

   a. the parent of the student or the eligible student;

   b. the school official or his or her assistants who are responsible for the custody of the records; and

   c. the parties authorized by law to audit the record-keeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and

b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:

   a. the cost of materials, including paper, used to provide the copies;

   b. the cost of the labor required to prepare the copies;

   c. any schedule of standard copying charges established by the school district in its normal course of operations;

   d. any special costs necessary to produce such copies from machine-based record-keeping systems, including but not limited to computers and microfilm systems; and

   e. mailing costs.

2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction

the requestor wishes the school district to make. The request shall be signed and dated by the requestor.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision B. of this section shall:

   a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

   b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under

Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes, chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

B. Data practices compliance official means Administrative Assistant to the Superintendent, Kimberley Deming

C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing

education records;

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;

5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and

6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

520 STUDENT SURVEYS

I. PURPOSE

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. § 1232h.

III. STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.

B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.

C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act) and 34 C.F.R. Part 99.

E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;

2. mental and psychological problems of the student or the student's family;

3. sex behavior or attitudes;

4. illegal, antisocial, self-incriminating, or demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

7. religious practices, affiliations, or beliefs of the student or the student's parent; or

8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:

a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains

one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.

c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.
"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400, *et seq.*).

e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

(1) "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

(2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

(a) college or other post-secondary education recruitment or military;

(b) book clubs, magazines, and programs providing access to low cost literary products;

(c) curriculum and instructional materials used by elementary and secondary schools;

(d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(e) the sale by students of products or services to raise funds for school-related or education-related activities; and

(f) student recognition programs.

(3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.Cv2025., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.

a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

b. The notice will provide parents with an opportunity to opt out of participation in the following activities:

(1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

(2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.

(3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

“Invasive physical examination” means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.

d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

V. NOTICE

A. The school district must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.

B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.

C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

III. DEFINITIONS

A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for

sale by the United States Food and Drug Administration.

B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.

C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or

accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

D. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

E. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

F. “Vaping” means using an activated electronic delivery device or heated tobacco product.”

IV. EXCEPTIONS

A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony

B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off- campus events sponsored by the school district.

It shall not be a violation of this policy for an Indian adult or student to carry loose tobacco in a tobacco pouch intended for spiritual or cultural ceremonial support with the permission of the student's parent or guardian and the written or verbal notice to the site administrator.

V. VAPING PREVENTION INSTRUCTION

A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.

B. The school district may use instructional materials based upon the Minnesota Department of Health’s school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district’s locally developed health standards.

VI. ENFORCEMENT

A. All individuals on school premises shall adhere to this policy.

B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.

C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.

E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.

F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.

G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

A. This policy shall appear in the student handbook.

B. The school district will develop a method of discussing this policy with students and employees.

534 SCHOOL MEALS POLICY

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

If the school district participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

A. A school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

B. Each school that participates in the free school meals program must:

(1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

(2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch

C. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.

D. When a student has a negative account balance, the student will not be allowed to charge a snack item.

E. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

III. UNPAID MEAL CHARGES

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

C. Negative balances of more than $200, not paid prior to the end of the school year, will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

E. The school district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

IV. COMMUNICATION OF POLICY

A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:

1. all households at or before the start of each school year;

2. students and families who transfer into the school district, at the time of enrollment; and

3. all school district personnel who are responsible for enforcing this policy.

B. The school district may post the policy on the school district's website, in addition to providing the required written notification described above.

C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Pesticide Application Notice

The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15 as to the school district's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, an estimated schedule of pesticide applications (which will be available for review or copying at the school office), and the long-term health effects of the class of pesticide on children can be requested by contacting Seth Putz.

Language Access for Families

We are committed to making sure every student and family has access to important school information. If your family speaks a language other than English, we are here to help you understand and participate fully in your child's education.

- **Interpreters Are Available:** You have the right to an interpreter for important conversations about your child's education, including meetings about:
    - Academic progress
    - Special education services
    - Student placement in programs
    - Behavior or discipline concerns
    - Graduation or course planning

- **Trained Staff:** Our district has trained Spanish and Somali-speaking liaisons to help with interpreting. If you speak another language, we will connect with a professional interpreter through our language-line service.

- **Written Translations:** Important documents—like report cards, special education notices, enrollment forms, and discipline policies—will be translated into your preferred language whenever possible. If something isn't translated, we'll provide an interpreter to explain it to you.

If you need an interpreter or translation, please tell your child's teacher, principal, or school office staff.

Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information
(an editable form can be found at https://education.mn.gov/MDE/fam/tests/StudentParticipation/)

DEPARTMENT OF EDUCATION

Statewide Assessments:

Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the Minnesota Academic Standards or the WIDA English Language Development Standards. These standards define the knowledge and skills students should be learning in K–12 districts and charter schools. Minnesota prioritizes high-quality education and statewide assessments give educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA)
MCA and the alternate assessments (Minnesota Test of Academic Skills (MTAS)/Alternate MCA) are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and WIDA Alternate ACCESS for English Learners
The ACCESS and WIDA Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English, based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For Postsecondary Enrollment Options (PSEO) in grade 10.
- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.

English learners who take the ACCESS or WIDA Alternate ACCESS and meet certain requirements, have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions on how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form below. Contact your student's school to learn more about locally required assessments.

Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and WIDA Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any additional consequences for not participating.

Explore the Statewide Testing page for more information.

(education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing)

Additional Information

- On average, students spend less than 1% of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results.

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: _____ Current Grade in School: ____ Student ID Number (if known): _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal: _____

Please indicate the statewide assessment(s) you are opting your student out of this school year:

- ☐ MCA/MTAS Reading
- ☐ MCA/Alternate MCA Science
- ☐ MCA/MTAS Mathematics
- ☐ ACCESS/WIDA Alternate ACCESS

Contact your school or district for more information on how to opt out of local assessments.

(Note: This form is only applicable for the 20____ to 20____ school year.)

ADDENDUM

Regular Board Meeting
Wednesday, August 20, 2025
SPCC-Governor's Room
5:00PM

VII. ACTION ITEMS

3. AGENDA ITEM #3

Subject: Consider Adoption of Changes to the 2025-2026 Mobile Device Handbook

Action: Requires a Motion

Background: Technology Director Gus Sorbo reviewed and updated the Mobile Device Handbook for the 2025-2026 school year.

Presentation: Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend approval of the 2025-2026 Mobile Device Handbook.

TO: Jon Graff, Superintendent

FROM: Gus Sorbo

DATE: 8/12/25

RE: 25-26 Device Handbook

There were no major content changes to the Device Handbook. Minor updates were to update Superintendent's name and to remove reference to iPads on the damages cost chart as all students signing the Device Agreement form will be in grades 5-12 with chromebooks.

ISD 508

Saint Peter Public Schools

1:1 Device Handbook

Overview

Student Responsibilities
- Receiving Your Mobile Device
- Mobile Device Returns / Fines
- Using Your Mobile Device at School
- Settings and Operation
- Acceptable Use

Parent Expectations

Terms and Conditions

General Care Instructions

Damage, Theft, Repair
- SPPS Mobile Device Maintenance Plan
- 1-to-1 Guidelines and Agreement

Overview

Through the Saints Digital Learning Initiative, Saint Peter Public Schools continues its commitment to offering students and teachers access to best-practice strategies and modern equipment to improve the classroom experience. The Saints Digital Learning Initiative will provide students and teachers modern technology tools to enhance teaching and engage students in the skills necessary for them to achieve success in the 21st Century.

The Saints Digital Learning Initiative will provide modern tools to assist teachers to enhance our high-quality instruction and rigorous learning experiences for students in ways that cannot be achieved using traditional tools and materials. By utilizing mobile devices, such as iPads and Chromebooks, teachers are enabled to more effectively engage different types of students, because the resources for learning are in the hands of the learner. Face-to-face learning experiences will be enhanced by mobile devices through increased student engagement and new opportunities that empower students to become self-motivated learners and develop positive digital citizenship skills.

All students will be issued a mobile device through a 1-to-1 digital learning program that will provide each student a personal learning tool that can be adapted to various courses and learning experiences. Our 1-to-1 digital learning program will provide students new opportunities for authentic experiences to develop the skills and strategies for using emerging digital tools that they will need to be prepared to achieve success in college and careers after high school.

This is an exciting time for our school, and we look forward to working with our students and families to further enhance the educational experience at Saint Peter Schools. Please contact us if you have any questions. We are here to help.

Dr. Graff
Superintendent
Saint Peter Public Schools

Gus Sorbo
Director of Technology
Saint Peter Public Schools

Student Responsibilities

A. Students are expected to use the mobile device appropriately for educational purposes and follow all classroom procedures set by their individual teachers.
B. Students are expected to have their mobile device in school each day with a fully charged battery. Forgetting the mobile device or having a dead battery are not acceptable reasons for failing to complete work or turn in assignments. Charging stations are available in the media center and/or some classrooms for students who need a recharge during the school day or for students who do not bring their mobile device home. Repeated failure to bring the mobile device to school or failing to charge the battery may result in the loss of home privileges.
C. Students are responsible to download to the mobile device any necessary documents, assignments, apps, and/or materials from their teachers. If a family does not have wireless access at home, students must do this before school, during the school day, or after school.
D. Students may load photos and videos on their mobile device as long as all content complies with the District's Internet Acceptable Use and Safety Policy. The use of music on the mobile device during instructional time is at the discretion of the classroom teacher. The presence of inappropriate music, photos, or videos may result in the loss of the mobile device and/or other disciplinary actions.
E. If non-conforming apps or software are discovered on the mobile device, the mobile device will be restored to the school set of software and disciplinary actions may be enacted. Technology staff are not responsible for saving, restoring, or backing up documents, music, videos, or photos that students store on the mobile device.
F. Students are encouraged to store documents, worksheets, notes and other files on their mobile device, and are responsible for backing up or saving all work. Students are encouraged to either email documents to themselves as a backup or use their school Google Drive account.
G. Students attempting to hack or jailbreak the mobile device will be subject to disciplinary action.
H. Students are not allowed to personalize the case provided by the school. If students wish to provide their own case and personalize it, the case must be approved by technology staff and the case provided by the school must be returned.
I. Student mobile devices are not configured to print. Students are encouraged to use email and cloud-storage solutions to transfer documents to their instructors.
J. Students will use their Saint Peter Schools managed AppleID and school issued Google account on district owned devices.

Receiving Your Mobile Device

Mobile devices that are taken home will be distributed to students once their families have reviewed the Mobile Device Loan Agreement. In addition to accepting the Mobile Device Loan Agreement, families will determine if they will opt for the District Mobile Device Maintenance Plan or take full responsibility for the repair/replacement of the mobile device if damaged, requires non-warranty repair, is lost, or stolen.

Under normal school conditions, students in grades EC - 12 may have take home privileges and their devices will be stored at the school (determined by each building).

If devices are kept at school: The families will not be responsible for device maintenance or repairs, unless the student intentionally damages the mobile device.
If devices are sent home with students: Students with take home privileges will need to sign the Mobile Device Loan Agreement and decide if they will opt in to the Device Maintenance Plan. Students will receive their devices during the first week of classes.

Under distance or hybrid learning conditions, all students will have take home privileges. All families will have to agree to the Device Loan Agreement and decide if they will opt in to the Mobile Device Maintenance Plan before the device is issued to the family. Each building or program will communicate with families how and when devices will be distributed.

Mobile Device Returns / Fines

Individual school mobile devices and accessories must be returned to the designated location within your child's school at time of collection. Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment with Saint Peter Public Schools for any other reason must return on the date of withdrawal their individually issued school mobile device, district provided case (if applicable), cord, and charger in damage-free, working condition.

If a student fails to return the mobile device and accessories (case, cable, power adapter charging brick, etc.) at the end of the school year or upon termination of enrollment within Saint Peter Public Schools, the student's Infinite Campus account will be charged the replacement cost of the mobile device and any related accessories. District mobile device serial numbers have been registered with Apple's Device Enrollment Program servers or Google Management Console and may only be activated with a valid Saint Peter username and password.

Furthermore, students will be responsible for any damage to the mobile device, consistent with the District's Mobile Device Maintenance Plan and must return the mobile device and accessories to the designated location within your child's school in satisfactory condition upon the end of the school year.

Using Your Mobile Device at School

Mobile Devices Left at Home

If students leave their mobile device at home, they are responsible for getting the coursework completed as if they had their mobile device present.

Mobile Device Undergoing Repair

When a mobile device is damaged and returned to the school for repair, following the payment of any damage repair or replacement fees, during the regular school year a replacement mobile device will be issued in its place. Mobile Devices that are fully functional but may have cosmetic damage such as bends, dents and scratches may not be immediately repaired.

Charging Your Mobile Device's Battery

Mobile devices must be brought to school each day adequately charged to work throughout the school day. Students need to charge their mobile device each evening by plugging them into an electrical wall outlet only. Lay the mobile device flat while charging and avoid locations that may create trip hazards. Do not charge the mobile devices from a computer port.

Sound, Music, Games, or Programs

Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. Apps installed on mobile devices must be approved and installed by a member of the Saint Peter Public Schools Technology Department or building designee.

Home Internet Access

Students are allowed to set up wireless networks on their mobile device. This will assist them with mobile device use while at home. However, the District Acceptable Use Policy (ISD 508 Policy 005.83) must be followed while at home, using a district owned device.

Saving to the Device/Submitting Work

Email and Productivity apps: Most mobile device productivity apps support the ability to open and edit email, word processing, documents, presentations, spreadsheets, PDFs, images, or other common file types. Students and teachers can exchange course-related files through their district- provided email and our learning management system accounts.

Cloud-Based Services: Students also have a school provided Google Drive account to store files and back up work.

Network Connectivity

Saint Peter Public Schools makes no guarantee that their network will be up and running 100% of the time. In the rare case that the network is down, the District will not be responsible for lost or missing data.

Settings and Operation

Circumvention of Managed Settings

All student mobile devices are provisioned by the Technology Department for the purposes of initializing and managing all mobile devices in a secure and organized fashion. Any attempts by students to circumvent any district management settings through software restoration, Chrome or iOS setting manipulation, remote proxy settings or jailbreaking will result in the confiscation of the mobile device and/or disciplinary action.

Inspection

Students may be selected at random, at any time, to provide their mobile device for inspection.

Procedure for Re-Loading Software

If technical difficulties occur, the mobile device will be restored to factory settings. This approach minimizes the “down time” for use of the device during the instructional day. The school does not accept responsibility for the loss of any software or documents deleted due to a re-format and re-image. It is recommended to have all data backed up to Google Drive at all times. iCloud backup may be used for students with their managed Apple IDs. Students should be able to recover files they have saved to these cloud storage services. Apps remain associated with the student’s profile and may be downloaded from the Mosyle Manager app on the iPad or Chrome Web Store on Chromebooks. In addition, depending upon the nature of the issues, potential consequences for issues caused intentionally to one’s own or another’s issued iPad may result in confiscation of the iPad with usage allowed only during the school day.

Acceptable Use

The use of Saint Peter Public Schools technology resources is a privilege, not a right. The privilege of using the technology resources provided by the district is not transferable or extendable by students to people or groups outside the district and terminates when a student is no longer enrolled in Saint Peter Public Schools. This Mobile Device Handbook and ISD 508 Policy 524 are provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the User Terms and Conditions named in this document or the Acceptable Use of District Technology (ISD 508 Policy 524), privileges may be terminated, access to the school district technology resources may be denied, and the appropriate disciplinary action shall be applied. The Saint Peter Public

Schools' Student Discipline policy (ISD 508 Policy 007.2) shall be applied to all student infractions. Violations may result in disciplinary action up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be involved.

Parent Expectations

A. Parents are required to sign the Saint Peter Public Schools 1:1 Guidelines and Agreement Form found at the end of this handbook or agree to terms through on online approval form. Parent signatures allow students to take mobile devices off campus. Parents are not required to sign for a student issued mobile device that does not leave school.
B. Parents are asked to support the acceptable use of mobile devices by communicating with their student about the standards of appropriate content and helping to monitor the use of the mobile device at home.
C. Parents are asked to assist their student in communicating report theft or damage.
D. Parents are encouraged to become familiar with the mobile device and use it to track their student's progress. The mobile device allows parents and students to view class assignments, calendars, homework and monitor progress in classes.
E. Parents are asked to ensure that only the student and parents use the school-assigned mobile device.

Additional things to review with your child:

- Anything they do or post online creates a digital record, often called a "Digital Footprint." Nothing online is totally private, even if it is intended to be. Once digitized, it can be saved, sent and reposted elsewhere, even without permission or knowledge.
- A good rule of thumb: If you don't want a parent, teacher, principal, future employer or college admissions office to know something, don't post it online. Set up some sort of test question to frequently ask your child, such as "Would Grandma approve?"
- "Friends" aren't always who they say they are. Encourage your child to only be friends online with friends they know in person. Never give access to personal information to people met online.
- Never post personally identifiable information online. This includes: full name, address, phone number, email, where you are meeting friends or where you hang out. Discuss with your child how easy it is for someone to find you based on what you post online.
- Regularly check your child's privacy settings on all commonly used sites and networks. Ignoring privacy settings on social networking sites such as Facebook or Twitter means your child's photos, contact information, interests, and possibly even cell phone GPS location could be shared with more than a half-billion people.
- Cyberbullying (threatening or harassing another individual through technology) is a growing concern. It takes many forms, such as forwarding a private email, photo, or text

message for others to see, starting a rumor, or sending a threatening or aggressive message, often anonymously. Talk with your child about not partaking in this behavior and encourage her/him to report incidents of cyberbullying to an adult.

Terms and Conditions

A. Mobile devices are distributed once the 1:1 Guidelines and Agreement Form has been signed and received by Saint Peter Public Schools.
B. Legal ownership of the mobile device remains with the District. The use of the mobile device is a privilege extended to students and is conditioned upon compliance with the requirements of this handbook, the District's Internet Acceptable Use and Safety Policy, and all other District policies.
C. Mobile devices and accessories are checked in at the end of each school year. Students who graduate early, transfer, withdraw or are expelled are required to return the mobile device and accessories at the time of withdrawal. Students returning to school the following year are issued the same mobile device that was previously assigned to them.
D. The District reserves the right to repossess the mobile device and accessories at any time if the student does not fully comply with the terms of this handbook. The District may also choose to limit and/or withdraw home use privileges for failure to comply.
E. Failure to return the property in a timely fashion may result in the involvement of law enforcement.
F. Due to the need to comply with licensing agreements, all software and apps are managed by the school district.
G. Mobile devices are subject to routine monitoring by teacher, administrators, and/or technology staff. Users have no expectation of privacy when using District equipment or technology systems.
H. If technical difficulties arise with a mobile device, or non-conforming content is discovered, the mobile device will be restored by technology staff. If the school is required to restore an mobile device, the school is not responsible for the loss of any content added to the mobile device by the student.
I. Each mobile device has identifying labels, which must not be removed or altered. Students are not allowed to permanently mark the mobile device or case.
J. The use of the mobile device during instructional times is governed by classroom teachers. Failure to follow the instructions of the teacher may result in disciplinary action.
K. The mobile device may ONLY be used by the student to whom it is assigned or by the parents of the student. Students are not allowed to loan the mobile device to another student.
L. Students are responsible for the security of the mobile device at all times. The mobile device should never be left unsecured. When not with the student, the mobile device

should be secured or stored in a locked location out of view. During after-school activities and/or away events, students are still responsible for securing the mobile device.

M. Students should keep personal information about themselves and others off of the mobile device. Password security for network systems should be maintained, as should the privacy of locker combinations. It is the responsibility of the student to keep his or her information secure.

General Care Instructions

A. Screens are to be cleaned with a soft, clean cloth. Chemical cleaners or liquids, including water, should not be used on the iPads.
B. Mobile devices must be kept in the protective cases at all times.
C. Mobile devices are not designed to have weight placed on top of them. Students should never stack items on top of a device or wedge the device tightly into a backpack or case. The device case should not be used as a folder to carry other items, including any sharp or pointed items such as pens or pencils.
D. Mobile devices are easily damaged by liquids, food and other debris. Mobile devices should be closed in cases and put away during meal and snack times.
E. Mobile devices are not to be exposed to extreme temperatures. Devices are not to be left in any location where the temperature falls below freezing or exceeds 95 degrees Fahrenheit. If the device is cold, it must be warmed up to room temperature before use. Devices exposed to direct sunlight or high temperatures must cool down before use.
F. Battery life is shortened by using Wi-Fi, Bluetooth, a high screen brightness, and video. Students will learn management settings and apps to improve battery performance.

Where can students and parents learn more?

- Student use many Google tools to collaborate and produce work
    - Google Education: https://edu.google.com/
- Guide to digital safety/citizenship
    - Common Sense Media: https://www.commonsensemedia.org
- Frequently asked questions can be found on the school website.

Damage, Theft, Repair

A. Damage or hardware issues must be reported immediately to school personnel. For cases of hardware failure or accidental damage, a loaner will be provided for the student throughout the repair/replacement process.
B. Students/parents are responsible for the full cost of any willful, negligent or intentional damage to the mobile device. Failure to pay for willful, negligent or intentional damage will be turned over to law enforcement.
C. Students who leave Saint Peter Public Schools during the school year must return the mobile device, along with any other accessories, at the time they leave. The mobile device and all accessories should be returned to the Technology Department Staff.
D. Theft must be reported immediately. Parents and/or students are required to complete a theft report through the local police department.
E. Tracking software may be used to locate and recover missing iPads.

SPPS Mobile Device Maintenance Plan

Saint Peter Public Schools recognizes that with the implementation of our digital learning initiatives there is a need to protect the investment by both the District and the Family. The participation cost for those opting to enroll in the Mobile Device Maintenance Plan is $25.00 per student. The family must opt in to the maintenance plan before a student is issued a mobile device to get coverage.

The Mobile Device Maintenance Plan provides coverage for non-warranty repair, accidental damage (drops), cracked screens, power surges, theft (with filed police report), vandalism by others, fire, flood and other natural disasters. The $25.00 school year fee payment is nonrefundable. The Mobile Device Protection Plan does not cover lost iPads, intentional damage –OR– stolen, lost or damaged charging cables, power adapter charging “bricks,” or cases. To purchase, login to the Infinite Campus Parent Portal and go to “School Store”.

INTENTIONAL DAMAGE

Students/parents are responsible for full payment of intentional damages to their mobile device or accessories, or intentional damage to the mobile device or accessories of others. The School District Mobile Device Maintenance Plan DOES NOT cover intentional damage to the mobile device or accessories. This includes any damage to the mobile device while the case is not appropriately on the mobile device, or while in a case that itself is damaged and not offering full protection to the device.

Comparison of Costs (estimated - damage fees are assessed on a case by case basis)

Damage Type	Maintenance Plan	No Maintenance Plan
Cracked Screen (Non Touch - Chromebook)	$0 - First occurrence $40 - Additional occurrences	$40
Cracked Screen (Touchscreen - Chromebook)	$25 - First occurrence $80 - Additional occurrences	$80
Chromebook Charger	$0 First Replacement $15 Additional replacements	$15
Keyboard Damage (Chromebook)	$0 First occurrence $40 Additional occurrences	$40
Lost Device	$229 - NT Chromebook $269 - TS Chromebook	$229 - NT Chromebook $269 - TS Chromebook
Complete replacement due to accidental damage	$129 - NT Chromebook $169 - TS Chromebook	$229 - NT Chromebook $269 - TS Chromebook
Intentional damage	Full repair/replacement cost	Full repair/replacement cost

Please sign and return this page to Saint Peter Public Schools
There is also an online agreement form on the school website

Saint Peter Public Schools
1-to-1 Guidelines and Agreement

Access to the technology in the Saint Peter Public School District has been established for educational purposes. The use of the Saint Peter Public School District's electronic technologies is a valued resource to our community. All electronic technologies must be used in support of the educational program of the District. This access may be revoked at any time for abusive or inappropriate conduct related to the use of electronic technologies.

Failure to comply with the District's Bullying Policy, Acceptable Use and Internet Policy (005.83), and the guidelines stated in the Saint Peter 1:1 Learning Handbook for care and use of the mobile device may result in the loss of privilege to take the mobile device home or use the mobile device in general.

The mobile device is the property of Saint Peter Public Schools and as a result may be seized and reviewed at any time. The student should have NO expectation of privacy of materials found on an iPad or Chromebook.

STUDENT
I have read all the policies and guidelines in the Saint Peter Public Schools 1-to-1 Guidelines and Agreement document and understand my responsibilities as a student:

Student name: _____

Student signature: _____

Date: _____

PARENT
I/we have read all the policies and guidelines in the Saint Peter Public Schools 1-to-1 Guidelines and Agreement document and understand my/our responsibilities as a parent:

Parent name: _____

Parent signature: _____

Date: _____

ADDENDUM

Regular Board Meeting
Wednesday, August 20, 2025
SPCC-Governor's Room
5:00PM

VII. ACTION ITEMS

4. AGENDA ITEM #4

Subject: Consider Adoption of Changes to the 2025-2026 Crisis Management Plans

Action: Requires a Motion

Background: Policy 806: Crisis Management requires annual board review and approval of the district's Crisis Management Plans. Jon Graff will provide an overview of updates to the 2025-2026 plans which include the inclusion of Standards Response Protocol and updates to clarify chain of command and communication protocols.

Presentation: Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend your approval of the 2025-2026 Crisis Management Plans.

TO: Members of the Board

FROM: Jon Graff, Superintendent

DATE: August 14, 2025

RE: Crisis Management/Emergency Action Plans

Policy 806: Crisis Management requires annual review and approval of district Crisis Management/Emergency Action plans.

There are a number of changes to this year's plans. Changes were made to comply with updates to policy 806 and to reflect the district's decision to adopt the Standard Response Protocol as its general emergency response strategy.

A summary of changes are provided below:

1. The adoption of three crisis/emergency response teams
    - District Emergency Response Team - provides oversight of emergency policy and plans and may perform a district level incident command role in a district level emergency.
    - Building Emergency Response Team - provides oversight of building level procedures and training. Also performs as building level incident command in the event of an emergency.
    - Building Medical Emergency Response Team - Respond to medical emergencies until emergency responders arrive

2. The addition of language to clarify emergency response communication protocols including communication tools (cell phones, dispatch radios, overhead intercom, Crisis Go, and Thrillshare).

3. The addition of The Standards Response Protocol (SRP) as the district's general crisis response strategy.

Saint Peter Early Childhood Emergency Action Plan 2025-2026



100 Lincoln Drive
Broadway Entrance Door V
St. Peter MN 56082
507-934-4211

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Introduction

These emergency procedures are designed to provide guidance to those having responsibility for the safety of pupils, school staff, and users of school facilities.

Common sense should dictate the reaction of school authorities to emergency situations. All situations CANNOT be neatly defined into a category for which hard and fast guidelines can be drawn. Individual judgment will need to be exercised in given situations. Continuing and meaningful efforts to prevent incidents that lead to emergency situations should be the area of greatest concern.

The emergency plans included in this document meet requirements set forth by the state of Minnesota and Board Policy 806: Crisis Management and are based off of guidance provided by *Homeland Security and Emergency Management's Comprehensive School Safety Guide* and *The I Love you Guys's* Standard Response Protocol.

Emergency Teams:

Saint Peter Public Schools utilizes three broad teams in its emergency planning and management. Teams consist of the following:

District Emergency Response Team:

The district response team develops the school emergency plan with local community response agencies. The district response also assists building response teams with planning, training, and drills to ensure compliance with state drill requirements and continuity of planning. The team may also perform incident command functions typically reserved for district-level response such as public information, finance, or behavioral health crisis intervention.

Building Emergency Response Team:

Each school facility has an emergency response team consisting of staff trained to perform emergency response functions according to the school district emergency plan. Building level teams are responsible for developing and revising the building emergency plan and procedures, training staff, conducting required drills, documenting and evaluating drill performance, and response to real incidents.

Building Medical Emergency Response Team:

Each school facility has a medical response team to provide assistance in medical emergencies until emergency responders arrive. Medical response teams are trained in First Aid, CPR, and the use of AEDs.

Emergency Response Team Membership:

*Individuals are listed in order of chain of command.

District Emergency Team:

1. Jon Graff - Superintendent, Emergency Coordinator
2. Seth Putz - Buildings and Grounds Supervisor
3. Jessi Buttell - Middle School Principal and Safety and Security Team Coordinator

4. Ytive Prafke - Special Programs Administrator
5. Darin Doherty - North Elementary Principal
6. Annette Engeldinger - High School Principal
7. Jana Sykora - South Elementary Principal
8. Jon Hughes - School Resource Office
9. Rachel Fitch - School District Nurse
10. Shea Roehrkasse - Activities Director
11. Tami Skinner - Community Education Director
12. Monica Hasch - Saints Bus

Saint Peter Early Childhood Emergency Team:

1. Ytive Prafke- Administrator
2. Mandy Kennedy - Social Worker
3. Erin Stueber-Teacher
4. Mariah Myhra-Teacher
5. Jon Hughes - Police Liaison
6. Jerry Doyle - Head Custodian
7. TBD- Head Cook
8. Beth Thoms-Adminstrative Assistant
9. Erica Walter-EC Program Assistant
10. Rachel Fitch/Angela Bruns - Health office

Saint Peter Early Childhood Medical Emergency Team:

1. Rachel Fitch - School Nurse, Medical Emergency Coordinator
2. Cari Panitzke - S.S. Teacher & Certified EMT
3. Jon Hughes - Police Liaison Officer
4. Angela Bruns - Health Aid
5. Ytive Prafke- Program Administrator
6. Keri Johnson- Teacher
7. Erin Stueber-Teacher

Emergency Coordinator Responsibilities:

Each Principal or program lead will determine a coordinator for their respective building's emergency response team. Emergency response team coordinators will have the primary responsibilities of:

1. Development and coordination of the school emergency plan
2. Informing staff members, students, and parents about the plan
3. Training staff and personnel on emergency procedures
4. Set up a clearly defined chain of command so that safety procedures can be appropriately carried out in the event of their absence from the building.

At Saint Peter Early Childhood, Ytive Prafke, Program Administrator will assume the role of emergency coordinator. Ytive can be reached at 507-720-1257, district radio, or via the Crisis Go App. In the case of

Ytive Prafke's absence, Jessi Buttell, Middle School Principal, will assume the role of emergency coordinator. Jessi can be reached at 507-720-2350, district radio, or via the Crisis Go App. Refer to the chain of command listed above in the event both Ytive and Jessi are absent.

In general, building emergency response teams are responsible for ensuring the following:

1. Assure responsible authority and chain of command
2. Be able to communicate through a clearly defined communication plan
3. Be prepared to evacuate the building and have holding areas for all students
4. Be prepared to use the school facilities for a shelter, inclusive of plans for shelter in place and lock down.
5. Be prepared to transport students under emergency conditions

Incident Command:

The Early Childhood Office will be the site of incident command unless the emergency situation determines the need for an alternate location.

Building Security Plan

Saint Peter Public Schools utilizes four levels, or tiers, of security to guide its operations. The following outlines the levels of security and specific actions associated with each

SAINT PETER EARLY CHILDHOOD
BUILDING SECURITY PLAN

Security Level	Actions
Lockdown	• The heightened security plan will be followed. • An announcement will be made over the intercom identifying a Lockdown • Staff will secure classroom entrances, offices, or work areas, and will not allow students to leave their areas. • The building principal or designee will call the Saint Peter Police Department for assistance • Teachers will check student rosters to ensure all student are accounted for • Communication will be provided via the Crisis Go App
Shelter In Place	• Students may not be allowed out of the building unless they are turned over to a parent/guardian or are authorized to return home via school transportation. This decision will be made after consultation with local law enforcement authorities. • Parents/Guardians, or any other persons needing to know, will be notified via the media. • The Saint Peter Police Department will be consulted. Law enforcement officials will advise the District as to whether or not the area around the school site is safe. • All other heightened security measures will be activated.
Heightened	• All general security practices will continue to be followed • Risks will be assessed on a regular basis with consultation from public safety officials • School administrators, counselors, and designated personnel will increase presence in and around school buildings • All school personnel will be notified and instructed to be looking for any suspicious activities or behaviors. Any suspicions should immediately be reported to administration • If any specific individuals are identified as at risk, parents/guardians, or any other persons needing to know will be notified in a timely manner. • Once a thorough threat assessment has been completed, The principal or designee will make determination about the level of security. • The Principal or designee will inform the local police of the situation.
General	• EC/DO Entrance Door V will be open from 7:30-8:00 each day for entrance to the District Office. • At 8:00 am, all doors except the EC Office door will lock. • All visitors are required to check in., receive a visitor badge, and be buzzed out of the office in order to enter the main building. • On nights when there is an event, theEC Entrance doors will remain open until the conclusion of the event. • All school personnel are required to wear school identification badges. • All school personnel are directed to approach visitors who are not wearing a name badge to greet them and direct them to the appropriate office. • If school personnel observe suspicious behavior by visitors, they are directed to contact the main office.

Emergency Communications Plan

Saint Peter Public Schools utilizes a number of communication tools to support its Emergency Management Plans. The following outline is intended to provide guidance on the use of each during an emergency situation. Communication tools include the following: Building intercom systems, building telephones, individual cell phones, Crisis Go app, district two way radios, dispatch radios, the fire alarm, and Thrillshare communication app.

Informing/Communicating with Emergency Responders:

Best: Phone Dialing 911 via telephone is always the best option. Stay on the line with dispatch as long as it is safe. Phone calls made by district telephone can be pinpointed to precise locations. Cell phone locations can be located, but not as precisely. Anyone can call 911 from any location.

Next Best: Dispatch Radio Each building has access to emergency radios that link directly to county dispatch. There is only one dispatch radio per building, so information must first be relayed to the individual in possession of the radio. If the situation becomes unsafe and office staff must move away from telephones, radio contact becomes a priority.

Informing Students and Staff:

Best: School Intercom School intercoms are an effective means of communicating information instantly with an entire building. Use of intercoms is a best option as long as it is safe to do so.

Next Best: Crisis Go is an effective means of communicating with in-school groups and those who may not be in the building (PE/Recess) during a crisis situation. Best case scenario, intercom and Crisis Go are utilized simultaneously.

District Radio: In the event of a crisis (not a drill) district radios will play a minimal role.

Fire Alarm: When the fire alarm sounds, it always signals an immediate evacuation from the building.

Staff will be notified of district/school emergency action plans during fall workshop week staff meetings.

Informing Parents/Guardians:

Thrillshare notification system will be utilized for mass communication to parents/guardians.
All emergency messages must receive approval from the superintendent of schools.

*Parents/Guardians will be notified of district/school emergency action plans the second week of school via the weekly parent newsletter.

Informing Media and Community: The superintendent or designee will handle all media requests and construct/create all district level messages to the media

Informing/Communicating with Emergency Responders:	
Best	Phone (911)
Next Best	Dispatch Radio (located in office)

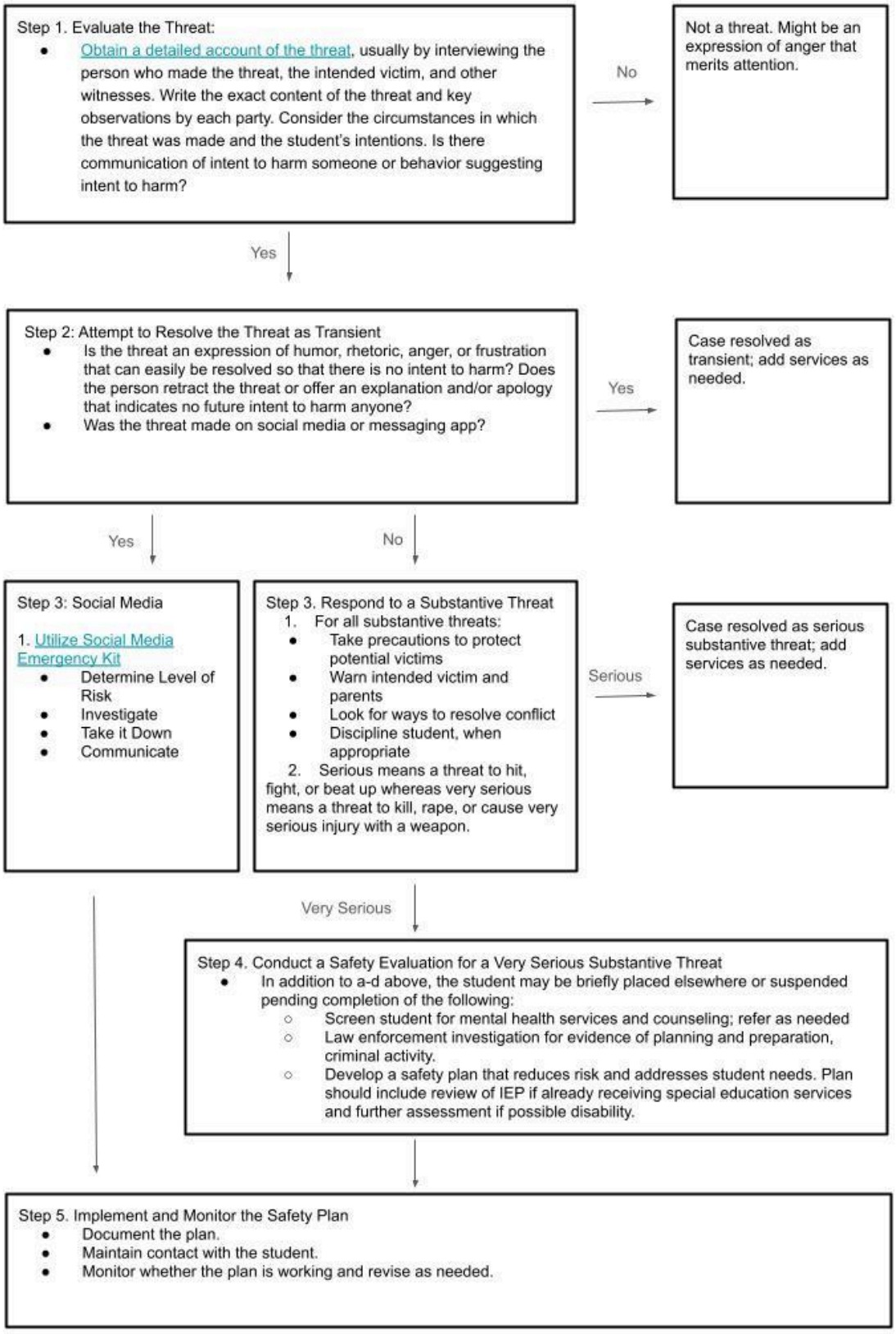
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Informing/Communicating with Students and Staff:	
Best	School Intercom and Crisis Go App Simultaneously
Next Best	1. School Intercom 2. Crisis Go App
Alternative	District Radio and/or Runners
*Fire Alarm	Always signals to evacuate the building

Informing/Communicating with Parents/Guardians
Thrillshare communications app

Informing/Communicating with Media and Community
The superintendent or their designee will handle all communication with the media.

Threat Assessment Protocol:



Emergency Contact List:

The following is list of people to be called and notified in the event of a school emergency

a.	Jon Graff, Superintendent	507 934.5703 x1005	507.720.5118 (C)
b.	Ytive Prafke, EC Administrator	507.934.4211 x1010	507.720.1257 (C)
c.	Seth Putz, Buildings/Grounds Supervisor	507.934.4210 x1032	218.434.1149 (C)
d.	Jerry Doyle, Head Custodian	507.934.4210 x5013	
e.	Jon Hughes, Resource Officer		507.491.0992 (C)
f.	Rachel Fitch, School Nurse		507-317-0537 (C)
e.	River's Edge Hospital & Clinic	507.931.2200 (if applicable)	
f.	St. Peter Fire Department	911 or 931-1120 (if applicable)	
g.	St. Peter Police Department	911 or 507.931.1550 (if applicable)	
h.	Nicollet County Sheriff	507.931.1570 (if applicable)	

Additional Emergency Contact Information

Regulatory Coordinator

Seth Putz	507.934.4210 x1032 (M)	218.434.1149 (C)

Administration

Jon Graff	Superintendent	507.934.5703	507.720.5118 (c)
Ytive Prafke	Special Programs Director	507.934.4211 x 1010	507.720.1257 (c)
Tami Skinner	Community Ed. Director	507.934.3048	507,341.5658 (c)
Annette Engeldinger	High School Principal	507.934.4212 x6099	507.340.0627 (c)
Shari Karlsrud	HS Dean of Students	507.934.4212 x6115	
Jessi Buttell	SPMS Principal	507.934.4210 x5019	507.720.2350 (c)
Steve Alger	Dean of Students	507.934.4210 x5099	507.720.5148 (c)
Darin Doherty	North Elementary Principal	507.934.3260 x4006	507.351.0040 (c)
Jana Sykora	South Elementary Principal	507.934.2754 x3031	320.496.7038 (c)

General

Ambulance	911 or 931-2200
Fire Department	911 or 931-1550
Police	911 or 931-1550
Sheriff	911 or 931-1570
Civil Defense - Nicollet County	931-6800
	931-1550 (After Hours)
Fire Marshal - Thomas Roessler	507-602-0651
Saint Peter Community Hospital	911 or 931-2200
Weather Bureau-Nicollet County Sheriff	931-1570
City of Saint Peter	934-4840
Poison Control Center	1-800-222-1222
National Suicide Crisis	1-800-784-2433
South Central Mobile Crisis Line	1-877-399-3040

Maintenance

Seth Putz	Buildings/Grounds Supervisor	507.934.2754 x1032	281.434.1149
Nathan Hughes	Head Custodian	507.934.2754 x3052	507.351.9699

Bus

Monica Hasch	Saints Bus	507.934.4690

Food Service

Emily Craig	320.760.3231

Repair

Call in case of emergency **if the Head Custodian or Operations and Maintenance Supervisor** cannot be reached.

	Company	Phone
Plumbing:	Andresen Plumbing	507-931-9020
Boiler Work:	Adams Mechanic	612-417-0425
Electrical:	BLK Electric	507-388-1173
Fire Alarm:	Alarm Monitoring Services	507-345-4185
Card Entrances/Cameras:	A+	507-625-6554

Utilities

	Company	Phone	
Electric:	City of Saint Peter	934-4840	
Natural Gas:	CenterPoint Energy	1-612-321-5050	
Telephone:	Arvig	1-866-897-3469	
Fax:	Consolidated	507-387-1151	
Internet	Consolidated	507-387-1151	
Nicollet Co. Nurse	Rebecca Willette	934-7226	(507) 479-3085

General Crisis Management Plans:

Saint Peter Public School's crisis management plans follow the Standard Response Protocol (SRP) (version 4.2, 2024) from the I Love You Guys Foundation. The plans cover building security, classroom/building/campus evacuation, and sheltering procedures using six key actions: Hold, Secure, Lockdown, Evacuate, Shelter, and Reunify.


HOLD


SECURE


LOCKDOWN


EVACUATE


SHELTER


REUNIFY

District-wide immediate response actions and when to call a response protocol:



HOLD

- Medical Emergency
- Mental Health Crisis
- Student Behavior Crisis



SECURE

- Unknown or unauthorized person on the school grounds
- Dangerous animal on school grounds
- Suicidal Thought/ Attempt/ Completion
- Demonstration/ Disturbance
- Criminal activity in area
- Planned police actvitiy in the neighborhood



LOCKDOWN

- Dangerous animal within the school building
- Intruder/ Hostage
- Angry or violent parent or student
- Report of a weapon



EVACUTE

- Bomb Threat
- Fire
- Hazardous Material Release/ Spill



POLICE LEAD EVACUATION

- After a lockdown



SHELTER

- Hazardous Materila Spill/ Release Outside
- Tornado
- Severe Weather
- Flooding



REUNIFY

- Due to Weather
- Power outage
- Hazmat event
- School crisis



HOLD
In Your Room or Area.

HOLD
IN YOUR ROOM OR AREA.
There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

During a Hold, there may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

PUBLIC ADDRESS
The public address for Hold is: "Hold in your room or area. Clear the Halls."

It is repeated twice each time the public address is performed. There may be a need to add directives for students who are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls.
Hold in your room or area. Clear the Halls."

An example of a medical emergency message would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

PUBLIC ADDRESS - RELEASE
A Hold Action can be released by Public Address.

When it's been resolved:

"Students and staff, the Hold is released. All clear. Thank you for your assistance in making this Hold work smoothly."

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

ACTIONS
Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that, prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

RESPONSIBILITY
Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION
Student, teacher, and administrator training.

Reinforce with students and staff that during a Hold, classroom activities will continue while the incident is addressed. Administrators should make a plan for communicating with staff, students, and parents/guardians after a Hold is cleared to provide pertinent information about the incident.

DRILLS
Hold should be drilled at least once a year, or as mandated by state requirements.

CONTINGENCIES
Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS
The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.

SECURE
Get Inside. Lock Outside Doors.

SECURE
GET INSIDE, LOCK OUTSIDE DOORS.
The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

PUBLIC ADDRESS
The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.
Secure! Get Inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

PUBLIC ADDRESS - RELEASE
A Secure Action can be released by Public Address.

"The Secure is released. All Clear.
The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear.
Thank you for your assistance with making this Secure work smoothly."

ACTIONS
The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

ADDING A LIFECYCLE TO THE SECURE PROTOCOL
As a situation evolves there may be more information available to guide decision making. With the Secure Action, there is the option to transition from the initial response of "No one in or out" to some access control.

NO ONE IN OR OUT
The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

CONTROLLED RELEASE
An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

MONITORED ENTRY
When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement, and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.





LOCKDOWN
Locks, Lights, Out of Sight.

LOCKDOWN.
LOCKS, LIGHTS, OUT OF SIGHT
Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

PUBLIC ADDRESS
The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!

Lockdown! Locks, Lights, Out of Sight!"

ACTIONS
The Lockdown Action advises making rooms look unoccupied by locking individual classroom doors, offices, and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights, and having occupants maintain silence.

Most schools have implemented policies requiring all exterior doors be locked during the school day, consistent with current best practices. Therefore, the protocol advises leaving the exterior doors as is during a Lockdown Action. Be certain there's a plan for allowing local first responders to gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

RESPONSIBILITY
The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

REPORTED BY
When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

PREPARATION
Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member, or school administrator to unlock it.

DRILLS
Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the "SRP Lockdown Drill" section of this book.

EVACUATE

A location may be stated.

EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An off-site evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method:

Link to either your website or **https://iloveuguys.org** for them to learn more.

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.

Evacuate! To a location."

ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points, and evacuation sites, as well as student, teacher, and administrator training. An evacuation site may become the reunification site, so plan accordingly. Ideally, plan to have an off-site evacuation facility that's within walking distance, and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from **iloveuguys.org**.

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take attendance after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

CONTINGENCIES

Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for attendance or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials section for examples.



POLICE LED

Evacuation after a Lockdown

POLICE LED EVACUATION

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building after a Lockdown, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS

There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses, or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT

Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct, and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

EMOTIONAL RESPONSIBILITY

There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce the trauma that might be associated with a Police Led Evacuation.

PREPARATION

Student, teacher, and administrator training.

In the event of a police-led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

MEDIA MESSAGING

To the media/community after an event.

Example Situation: Violent Event

"On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process."

DISPATCH MESSAGING

To responding officers during an event.

Example Situation: Police Led Evacuation

"(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (timestamp)"

LAW ENFORCEMENT MESSAGING

To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

LAW ENFORCEMENT GUIDANCE

Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

CONTINGENCIES

Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may Hold in their classroom and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

TRANSPORTATION

During a police-led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.



SHELTER
State the Hazard and Safety Strategy.

SHELTER
STATE THE HAZARD AND SAFETY STRATEGY
Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

PUBLIC ADDRESS
The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter! For a hazard. Using safety strategy.

Shelter! For a hazard. Using safety strategy."

For a tornado, an example would be:

"Shelter for a tornado. Go to the tornado shelter.

Shelter for a tornado. Go to the tornado shelter."

After the danger has passed:

"Students and staff, the Shelter is released. All clear. Thank you for your assistance and patience during the Shelter."

HAZARDS MAY INCLUDE
- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE:
- Evacuate to Shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS
Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

RESPONSIBILITY
Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION
Identification and marking of facility Shelter areas.

DRILLS
Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

STATE THE HAZARD AND SAFETY STRATEGY
Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

PLAIN LANGUAGE
NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

CUSTOMIZATION
The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (https://iloveuguys.org/The-Standard-Response-Protocol.html).

Emergency Specific Action Plans:
The following pages detail action plans for specific emergency scenarios.

Assault and Rape:
In the event there is an occurrence of rape and/or serious assault, school personnel should follow these procedures:
Medical Procedures

1. Render first aid to the victim.
2. Phone the police, 911.
3. Notify the school counselor or school social worker.
4. Check for:
    a. Emergency contact on file if victim is a student or staff member.
    c. Notify parent/guardian or spouse or individual on emergency information.
    d. If building has staff member with specific training in the area of rape relief, have them assist. Staff members are listed at the end of this section.
5. Notify the principal or administrator.
6. Notify the Superintendent.
7. Obtain as much information regarding the assailant and incident as possible.
8. Accompany the victim, if necessary, to the hospital or appropriate law enforcement center.

The heightened security plan will be put into place.

The Superintendent's Office will be the only source of information to the press.

Assault and Rape Personel:

Name	Title	Phone	Cell Number
Mandy Kennedy	Social Worker	934-4210 Ext. 5024	507-340-0386
Rachel Fitch	Nurse	934-4210 Ext. 1009	507-479-9316

Bombs and Bomb Threats:
Instructions for Receiver of a Call:
Schools have been primary "targets" of bomb threats, particularly on a seasonal

basis (Spring and Fall). However, there have also been documented cases where actual bombs have been found and/or detonated. Bomb threats should be taken seriously.

1. A person receiving a bomb threat should try to attract someone else's attention (without tipping off the call) in an attempt to have the call traced. (Note: office staff are most likely to receive such a call and should be familiar with the process for tracing a call).

2. Obtain as much information as possible, i.e., the time set for the explosion; the exact location of the bomb; the type of explosive device and what it looks like; and, why the bomb was placed in the school. Justify your request for more data by expressing a desire to save the lives of innocent people. Pay particular attention to any strange or unusual background noises and the voice of the caller.

3. Immediately notify the building administrators and the superintendent of schools. A decision will be made on whether or not to evacuate the building. It is not recommended that school evacuation be made in all cases, however, circumstances will vary in each incident.

4. On request of building administrators or superintendent, call police department (911).

Building Administrators or Designees' Responsibilities:

1. Check the receiver of the call for authenticity and other pertinent information.

2. Report to the emergency command center.

3. Call the police and/or sheriff's office, if not already done.

4. Evaluate the bomb threat and determine the course of action that will be taken from the emergency command center.
   a. Deploy search teams from the command center to search the outside and inside of the building.

   b. Alert all staff members to conduct a search of their classroom, office, or work area and report any unusual conditions.

5. Meet with law enforcement officials regarding search and further procedures.

6. Handle all inquiries from the news media.

7. Follow the administrative rules for bomb threat procedures.

Evacuating the Building:

1. If the building is to be evacuated in response to a bomb threat:

    a. Notify the police department immediately.

    b. Evacuate the building immediately with everyone going at least 500 feet from the building (175 paces). **School should not be canceled or students sent home.**

    c. Teachers will make a visual check of their classrooms, as they evacuate, reporting anything unusual to the police. **DO NOT TOUCH ANYTHING SUSPICIOUS.**

    d. Teachers, aides, nurses will be responsible for persons in rooms at time of evacuation.

    e. Teachers will take their class roll once evacuated. Teachers who do not have classes should make certain everyone is at least 500 feet from the building.

2. Building administrators or custodians make a visual check for persons still in the building.

3. Do not re-enter the building or an area of the building unless cleared by the police department. If requested by the police department, the head building supervisor, and a building designee, should conduct a visual search of the interior and exterior of the building.

4. If the evacuation is for the remainder of the school day, move students to a safe distance from the building. Activate a plan to move the students to a secure area. Students will be dismissed or transported home from this area.

5. Secure all doors.

6. If the building is NOT to be evacuated in response to a bomb threat, as a minimum, follow instruction II - IV. above.

Responsibilities of Faculty and Staff:

1. Make a visual check of classroom, offices, or work areas. Report anything unusual to the principal. **DO NOT TOUCH ANYTHING.**

2. If evacuation is necessary, follow the fire drill evacuation to at least 500 feet (175 paces) from the building.

3. Staff who have rooms that have outside doors should check to see that they are locked before evacuating the building.

4. Do not enter the building until told to do so by the building administrator or designee.

Individual Building Plan for Saint Peter Early Childhood

1. The emergency command center will be the school office.

2. Secure all doors if the building is evacuated.

3. If students are to be evacuated for the remainder of the school day, follow these procedures:

   Move students away from the building. Gather in fire exit locations and accompany the students to Saint Peter Community Center. Students will be dismissed or transported to units from the area. The building secretary The building secretary will call Saint Peter Community Center and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

   Saint Peter Community Center: 507 934-0667
   Saints Bus Service: 507 934-4690

Child Abuse/Kidnapping:

Child Abuse:
Any staff member who suspects neglect, physical abuse, or sexual abuse is mandated to make an immediate report to the building administrator. The reporting staff member should gather the following information on the abused or neglected child:

1. The child's full name, date of birth, home address, phone, and parent's names.
2. Any person believed to be responsible for the abuse or neglect of the child.
3. The nature and extent of the abuse or neglect.
4. The name and address of the reporting party.

An oral report is to be made to the appropriate child protection agency after the information has been obtained. The oral report is then to be followed up by a detailed written report to the notified agency.

If the reporting staff member believes that the child is abandoned, subject to a real or imminent threat, or in need of medical attention, the building administrator should be called immediately. Officers can remove a child from a threatening environment to protect the child. If a police officer or child protection worker comes to the school to interview a child, the building administrator shall be notified. The building administrator will be given a written notice of the intent to interview a child at school.

School officials cannot disclose to the parents, legal custodian, guardian, or perpetrator, that a request to interview a child has been made until after the abuse or neglect investigation or assessment has been concluded.

Any staff member who makes a child abuse or neglect report in good faith is provided with civil and criminal immunity in accordance with the Maltreatment of Minors Reporting Act. Additionally, the identity of the reporter is protected except in very limited circumstances.

Kidnapping:

1. Following are some preventative activities which may help avoid Kidnapping situations:
2. School secretary should have at her desk a list of students who are not to be released to anyone except a particular parent or guardian.
3. Emergency cards of such students should be tagged.
4. Before releasing a child to anyone except the parent or guardian on the list,school secretary should check with the custodial parent and/or guardian for approval; a record of the time and date of phone approval should be made and kept.
5. When parent telephones a request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.
6. All visitors should be asked to sign in at the building administrator's office and follow building procedures for visitors.

In the event of a Kidnapping:

1. Phone the police: 911.
2. Contact the building principal/program supervisor.
3. Phone the parent/guardian.
4. Phone the Superintendent.
5. Do not release any information to the press. Refer requests for information to the Superintendent's Office.

Civil Defense Alert:

School Personnel

A. Students will be sent home when official Civil Defense Public Information indicates there is sufficient time to arrive home before dangerous conditions develop. (See "Emergency School Closing" for procedures.)

1. Information will be released by the Superintendent or designated official to all communications media.
2. Local broadcast stations (EBS) will transmit emergency public information.

B. If, in the opinion of the Superintendent, there is not sufficient time to transport the students home, the building principals/program supervisors will be so instructed.

C. If schools are not in session during a Civil Defense alert due to deterioration of international affairs, every effort will be made to close schools until safety is assured by the emergency broadcast network.

Members of the Public
In the event of a Civil Defense alert, members of the public may come into the school buildings for shelter.

Best Place of Protection
The staff should guide the students and members of the public to underground areas or to interior hallways on lowest floors. If hallways are crowded, use interior rooms. As a last resort, use area of classrooms farthest from the windows.

Method of Communications
Method of communications to the occupants of the building will be by public address system or by courier appointed by the principal/program supervisor. The principal/program supervisor will be in charge of each building. The principals/program supervisors will receive their instructions via the emergency broadcast network and/or from the Superintendent's Office via the Director of Maintenance. The district office shall communicate to each building by telephone or by an appointed courier.

Telephones are not to be used except by permission of the Principals, Program supervisors, Superintendent or Director of Maintenance.

CIVIL DEFENSE PLAN:
Students will be sent home when civil defense communications indicate there is sufficient time to arrive home before dangerous conditions develop. Information will be released by the proper authorities to all communications media).

1. In the event that conditions will not allow time for students to be dismissed, students will be assembled in predesigned areas in each building or predesigned shelters in the Middle School.
    a. Shelter area in this building is approved for 1,150 persons and located in the lower floor of the Middle School.

2. In the event that conditions will not allow for students to be assembled in the school building, students will be moved to the Community Center. The building principal, or designee, will call the

Community Center to notify the staff of the situation. The school bus company will be called to assist in transporting students to the site.

Plan for Use of School Facilities for Shelter:

If the area is suffering from a disaster, the use of the school facility will be a part of the overall community plan to utilize community resources, and is a part of the school plan approved by the board.

1. The use of the school facilities as shelter will be reserved for the students of the district. However, in the event that the students do not need the school shelter it will be made available to the community.
2. During a declared or undeclared emergency, the school facilities are available for civil defense activities if it is deemed necessary by the Civil Defense Director.
3. If the school is used as a fallout shelter for the school children, members of the staff are in charge as shelter managers.

Fire:

Fire Alarm Operation:
When the fire system panel sounds:

1. Security Attendant has 15 seconds to acknowledge the fire alarm on the panel.
   i. At the panel: Turn the Key ON.
   ii. Press the Ack/Stop Button

If the Security Attendant does not acknowledge the alarm within 15 seconds, the fire alarm will automatically sound throughout the building alerting occupants to evacuate.

2. Use the 2-way radio to contact the custodian
   i. Read the location of the alarm on the Fire Panel Screen to the custodian.

The Custodian has 3 minutes to determine whether the alarm is actual or false before the general alarm will sound throughout the building.

3. If the custodian reports, there is a fire
   i. Pull the Fire Alarm and EXIT the building.

4. If the custodians determine it is a false alarm:
   i. Press the RESET button on the Alarm panel.
   ii. Call Alarm Monitoring Service central reporting station at 1-507-345-4185
   iii. Identify yourself by name, school location and inform them of your account number 4681
   iv. Identify your PASSWORD: 4681. (yes, same as the account #)
   v. Ask them to put the system on test for 30 minutes.

If the custodian does not report back within the 3 minutes, the alarm will automatically sound throughout the building alerting occupants to evacuate. Also, if within the 3 minutes, and a second detection device activates, the alarm will automatically sound throughout the building alerting occupants to evacuate.

5. When the custodian reports he has repaired or replaced the faulty detector as necessary RESET the system.
   i. Press the Reset button on the alarm panel
   ii. Turn the key OFF.

End of Event

1. If the fire alarm sounds:

   a. Evacuate the building to at least one hundred feet following the specific exit directions listed.
   b. School officials will make an immediate determination of the location of the fire or hazardous condition. Upon determination, immediate contact is made with the office and the elementary principal using appropriate communications.
   c. The secretary or designee will contact St. Peter Police Department to confirm the situation.
   d. The Principal will report to the office. The Principal or designee will establish formal communication with the police and fire department. Secretaries will call bus service if necessary.
   f. Students and staff are not to return to the building until notified by a Principal or Principal's designee.

2. All teachers are requested to make themselves familiar with the following rules and regulations and explain them thoroughly to the pupils of their respective rooms immediately so that fire drills may be successfully begun after the first week of school. Please discuss this with students.

   a. **Any teacher or pupil who observes any indication of fire will immediately pull the switch in one of the stations located in the corridor.**

   b. The Emergency Evacuation Plan will be followed for vacating the building. The school secretary will call the St. Peter Police Department in the event of an actual fire situation.

   c. Teachers are requested to impress upon all pupils that fire drills are very serious matters and should not be treated lightly.

   d. Each teacher should make it a point to become familiar with the alarm stations

and their locations, and the location of fire extinguishers.

e. In case of actual fire during inclement weather, students will be evacuated to Saint Peter Community Center

Emergency Evacuation Plan:

1. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all pupils have left the room. If there is time, close the door and bring your record book with you.

2. As soon as the alarm is sounded, pupils will rise and pass in a rapid, orderly manner from the room by the exit used for regular dismissal.

Pupils should pass from the room in single file and the pupils from an individual room should remain in single file until out of the building. Under no circumstances should pupils be allowed to move faster than a rapid walk. There should be no talking after the alarm is sounded and until pupils are clear of the building. Noise leads to confusion and encourages panic. Also, with much noise, emergency instructions or changes in regular procedure cannot be heard. The first two students to arrive at any exit should hold the doors open until teachers arrive to relieve them.

3. Pupils will not take their coats or books with them.

4. As soon as all pupils have left the building, the teachers will take their positions at the exit from which the pupils have left and under no circumstances allow any of them to pass back into the building until the outside bell has sounded.

5. Teachers will direct pupils to march away from the building to the parking lots. The space near the building should be absolutely clear. Pupils should return to the building after a drill by the same route that they left the building. There are to be no students in the streets.

6. Evacuation routes are posted in each room and should be visible upon exiting the room.

The following staff will be responsible for ensuring students are out of designated lavatories:
Rebecca Connor
Malorie Kutil
Keri Johnson

A. Tornadoes
   1. Public warning signal - 5 minute steady blast on Civil Defense siren and repeated if necessary.
      a. Tune in radio to local commercial broadcast station.
      b. Tornado warning alert will be disseminated to other schools from high school warning point.
      c. Administration will disseminate warning to remaining schools in District.

B. Severe Thunderstorms

   1. Public warning signal (radio or TV) no siren sounded unless danger or tornado.

   2. Warn students before the spring tornado season, regarding:
      a. Low areas where flooding might occur.
      b. Loose or downed electrical wires.
      c. Danger from lightning.

   3. If storm occurs at dismissal time, it might be desirable to retain students until danger has passed.

C. Epidemics

   1. The County Health Department is responsible for all rules governing the control of communicable diseases.
   2. At the first sign of contagion in epidemic proportions:
      a. Call the County Health Department.
      b. The Health Department will take necessary action.
   3. Pandemic Influenza preparedness plan is available in the emergency tool kit.

D. Electric Power Failure
   During school hours - call St. Peter Public Utilities-telephone number 507.934.4840.

E. Top Priority Gas Line Break
   1. During school hours:
      a. Clear the immediate area-evacuate building if necessary, call the bus service and transport students to Saint Peter Community Center
      b. Call CenterPoint Energy - telephone number 1.612.321.5050.
      c. Call Fire Department - if necessary - telephone number 507.931.1110.
      d. Notify Principal's office.
      e. Call custodial Jerry Doyle 952.212.9614

2. After school hours:
    a. Call St. Peter Public Utilities: 507.934.4840.
    b. Call building and grounds supervisor, Marc Bachman 507.382.4078
    c. If flooding occurs and pumps are needed, call City Engineering Department: 507.934.4840 or
    d. Civil Defense Director: 507.931.6800 or
    e. Sheriff's Office: 507.931-1570.

F. Water Main Break

1. During school hours:
    a. Call St. Peter Public Utilities: 507.934.4840.
    b. Call custodian Sharon Petersen 612.723.2725
    c. If flooding occurs and pump is needed, call City Engineering Department: 507.934.4840 or
    d. Civil Defense Director - 507.931.6800 ext. 250.

2. After school hours:
    a. Call St. Peter Public Utilities: 507.934.4840.
    b. Call building and grounds supervisor, Sharon Petersen 612.723.2725
    c. If flooding occurs and pumps are needed, call City Engineering Department - 507.934.4840 or
    d. Civil Defense Director: 507.931.6800 extension 250 or
    e. Sheriff's Office: 507.931.1570.

G. Blizzards

1. Awareness
    a. The approaching winter storm or blizzard conditions will be announced by radio/TV.
    b. The District Office will advise principals and the transportation department of possible early closure or cancellation of late buses and/or extracurricular buses.
    c. Early dismissal of special education transportation out of the district will depend on decisions of local school district to which student has been transported.

2. Action
    a. Transportation will be notified by the Superintendent to prepare for optional service or for cancellation of service.

    b. Principals/Program Supervisors will be notified by the Superintendent of the decision relative to transportation.

    c. At time of dismissal, students should be advised by school staff to:

- Go directly home.
- Dress properly for the weather
- Be aware of low visibility and that it may be difficult to see or be seen.

d. If school buses cannot transport students to their homes, the students will be held in classrooms until each student identifies where they will be going at the dismissal of school.

e. Should a winter storm be too severe to release students, the school staff should be prepared to supervise until released. Also, should it be necessary, the school kitchens will be opened to provide food for students and staff.

3. Closing of Schools

a. Determined by the Superintendent of Schools.

b. In absence of Superintendent, the decision will be made by:
Darin Doherty - North Intermediate Principal

c. Notice will be given by Thrillshare communication system when schools are not in session or upon an emergency closing.

D. Flooding

1. In the event of flooding, the Superintendent of Schools will make the decision to close the schools. Parents and community members will be notified of the dismissal/evacuation or closing via Thrillshare, radio or TV.
2. If schools are evacuated, the Saints Bus Personnel will develop alternative bus routes depending on the severity and extent of flooding.
3. The Principals and Program Supervisors of each building will establish routes to be taken for students who are walking.
4. School personnel shall supervise walkers as needed.

Disturbances or Demonstration Procedures:

The prevention of possible disturbances should be the prime concern of the entire community. Sound and relevant educational programs and open lines of communication with students, staff, parents and community are important.

The following procedures should be considered only in case of extreme emergencies. The administration staff should assess the situation to determine its seriousness and its effect on the safety of students and staff before taking any action.

A. Procedure (after determination that a situation is threatening to the safety of students and staff).
    a. Principal, or designee, is in complete charge of building and facility. (A predesignated chain of command should be established in case of absence of the Principal from the building).
    b. Put into effect the prearranged individual building emergency plan.
    c. Notify the Superintendent of Schools.
    d. Notify all schools in area of possible disturbances.
    e. Student relations:
        i. Keep student informed of situation through normal channels of communications.
        ii. Conference with student representation of all groups representing all points of view in order to dispel rumors, calm fears, and provide as near normal operation as possible.
        iii. Normal classroom operation should be maintained as much as possible and all students encouraged to stay in classrooms.
            1. No students should be physically restrained from leaving the
            2. If disturbance is outside of building, students should be kept away from windows.
            3. Students should be advised of the threat to their welfare that may be occasioned by leaving the building.
            4. No students, or student group, should be utilized in calming any disturbance that might place them in a situation where physical harm might occur or that would jeopardize their normal relationship with their fellow students.

B. Staff relations:
    a. Faculty
        i. Keep faculty informed of the situation, using all available means of communication.

        ii. All faculty should record events that occur in their vicinity with names, times, and place of events, and action taken.
        iii. All faculty can have a calming effect by their judgment and sound action will minimize the disturbance. Individual fear or emotion must be controlled and not communicated to students.
    b. Administrative staff - Responsible to building. Responsible for performance of assigned duties.
    c. Custodial staff
        i. Responsible to building Principal for assigned duties.
        ii. Responsible for physical plant; i.e., utilities, fire alarm center, etc.
        iii. Security of all entrances.
    d. Clerical Staff
        i. Safety of essential records without jeopardy to their own physical well being
        ii. Keep switchboard clear for emergency calls.
    e. Auxiliary staff - All aides remain at their assigned duties unless specifically assigned other duties by the administration staff.

C. Police Relations

a. The Principal of the building should alert the police for possible action.
b. The use of uniformed police in any crisis situation must be handled with extreme care. Principal should designate an entrance and room where uniformed police may enter and remain there until called for duty.

D. Community Relations:
   a. Parents
      i. Keep parents fully informed of situation in schools by all possible means of communication.
      ii. Organize a parental group that would voluntarily participate in attempts calm disturbances in schools.
      iii. A telephone chain should be established for speedy utilization of parents.
   b. Community organization and leaders.
      i. Establish relations with organizations in the community and recognize community leaders so that they might be a source for assistance in calming potentially dangerous situations.

E. News Media Relations
   a. Assign a staff person the specific responsibility for dealing with all news media.
   b. Provide a room for press conferences.
   c. Keep news media informed of all decisions.
   d. Insist that news media keep cameras out of the building or that they be brought to the press room.

F. Closing of Schools
   a. Only the Superintendent of Schools, or the Superintendent's designee, can legally authorize the closing of schools.
   b. If the decision to close schools is made:
      i. Parents will be informed as quickly as possibly through Thrillshare and, radio/television.
      ii. Students and staff will be informed.
      iii. Staff will supervise dismissal
      iv. Bus transportation will be arranged
      v. Neighboring schools should be informed

Evacuation Plan for Disabled Students:

The following procedure is to be used during an emergency drill when a wheelchair student is in your classroom.

Drill Procedures:

1. Teachers are to accompany the student using a wheelchair to the nearest stairway or exit. Remain with the student at the head of the stairs.

2. Direct your other students to proceed to appropriate fire exit or tornado shelter with an adjacent teacher.
3. Do not use elevators

Emergency Evacuation Procedures:

1. Assigned teacher(s) will direct the following procedures:
    a. Secure breaks on the wheelchair
    b. Remove restraints (seat belts, trays, foot straps
    c. Lift the wheelchair footrests
2. The method used to transfer students covered under this policy will vary with each student. At the training session for the evacuation plan, the assigned teachers will be instructed in the proper method of transfer. A written description of this policy will then be attached to the student's IEP.
3. Once on the second floor of the building, place the student in a wheelchair (stored in the Nurse's office).
4. The student will be taken directly to an unlocked vehicle via a wing of the building deemed safe to enter by the fire department. This precaution is to limit outside exposure and lessen the chance of illness.

After meeting with administrators and the fire chief, it was agreed that students with physical disabilities will not be evacuated during a practice or scheduled drill. This is done to prevent possible injury to students.

Each student has an individual evacuation policy attached to his/her IEP.

Students who can walk unassisted are accompanied by the teacher whose class they are in at the time. Students unable to evacuate themselves will have assistance. Stairways are designated on each floor where students are to assemble for an evacuation. A team of teachers will also meet there to assist.

Medical Emergencies - Initiating the Medical Emergency Response Team

Each school facility has a medical response team to provide assistance in medical emergencies until emergency responders arrive. Medical response teams are trained in First Aid, CPR, and the use of AEDs.

Team Composition:

Team size may vary depending on the size of the building. It is, however, recommended that the First Response Team have a minimum of 5 members, including the School Nurse and Health Para. Suggested members of the team could include the secretary, administrator, teacher and para.

Training Meetings:

At least four members will be required to maintain current certification in CPR. This yearly renewal would be paid by the District. Team members will be required to attend an annual meeting for situational practices and review. In addition, there should be one emergency simulation per year to evaluate the team's response.

General Guidelines:

1. School Nurse or Health Para is called to area where help is needed.
2. School Nurse or Health Para will survey scene and notify secretary that the First Response Team is needed at a specific location.
3. Secretary will make an all-call using the building PA system requesting the First Response Team report to a specific area. "Medical Emergency Team please report to ____" x2
4. The secretary will call 911 if so directed by the school nurse or incident coordinator
5. Team members will be assigned specific duties by the school nurse or incident coordinator.
6. One team member will report directly to the health office to cover during the absence of the school nurse and health para. This person will become aware of where supplies are kept that may be needed at the emergency site.

Secretary Duties:

1. Activate the First Response Team when directed to.
2. If told to call 911, be specific regarding type of emergency and the location. Let them know that someone will be at the front door to meet them.
3. Call the School Nurse if not in the building: Rachel Fitch 934-4210 Ext. 1009 or 507-479-9316 (cell) Angela Bruns 934-4210 Ext. 5021
4. Call parents and alert to situation and whether 911 has been called or not. Find out which hospital and if they will be meeting the ambulance there.
5. Make 2 copies of emergency card.

Medical Emergencies General:

ALWAYS REMEMBER "KEEP CALM"
"SURVEY THE SCENE FOR SAFETY"
"USE UNIVERSAL PRECAUTIONS"

UNIVERSAL PRECAUTIONS IS THE TREATMENT OF ALL BLOOD AND BODY FLUIDS AS IF THEY WERE INFECTED WITH A BLOODBORNE DISEASE.

1. Wear latex or vinyl gloves.
2. After giving care, do not touch your mouth, nose or eyes, or eat or drink until you have thoroughly washed your hands.

FIRST AID GUIDELINES

PROCEDURES FOR MEDICAL EMERGENCY

1. Do a primary survey of the scene and person. Look for a medical alert bracelet or necklace.
2. Check airway, breathing, and circulation-ABCs. Begin CPR if indicated.
3. Check for bleeding, start first aid.
4. DO NOT leave injured person unattended.

5. Determine the need for immediate medical attention and CALL 911. If during the school day, initiate FIRST RESPONSE TEAM.
6. DO NOT move the injured person, always suspect head/neck trauma.
7. Keep person warm, cover with a blanket.
8. DO NOT give liquids to an unconscious person.
9. Be supportive.
10. Keep crowd away, have others help.
11. Notify the school health office of an injury to any student, staff, or visitor on school grounds as soon as possible.

Medical Emergencies - Specific Scenarios

URGENT CARE DIRECTIONS

Look for a "Medical Alert" bracelet or necklace which will contain specific information pertaining to the individual.

A. Emergency care for serious accident and/or illness.
    a. Render immediate first aid care.
    b. Do not move a seriously injured person unless it is necessary for safety reasons.
    c. Obtain help from school nurse or principal if on duty.
    d. Call for medical assistance if needed - dial 911.

NOTE: If injury or illness appears to be serious, call 911 and do not be concerned about protocol of contacting parents until <u>after</u> emergency care has arrived or even until person has been transported to a trauma center.

    e. Notify parent or guardian, if possible.
    f. If emergency vehicles are called, report the incident to the Superintendent of Schools in the District Office no later than the next school day.

B. Bee Sting
    a. Determine if person has a history of bee sting allergy.
    b. Remove the stinger from bee sting site. Apply ice.
    c. Contact nurse, principal, or parents as <u>quickly as possible</u> to determine if person is allergic to bee stings.
    d. If person is allergic, follow instructions of nurse, principal or parent.
    e. Give antidote injection if person has such equipment with them.
    f. If advice is not available, CALL 911 for help.
    g. Speed of action may be crucial for certain purposes.

NOTE: Do not wait for a "convenient" time to deal with a bee sting. Immediate action is required if a student is stung while in a vehicle. Call for help on the radio and follow instructions as to when and where to meet an emergency vehicle for assistance. Other passengers will have to wait until the emergency has been resolved.

C. Bleeding
    a. Follow blood borne pathogens protocol.
    b. Gently blot the wound to inspect for debris. If bleeding is severe, apply pressure on the wound. Apply a dry cold pack to the area around the wound.
    c. Continue pressure until bleeding stops. Elevate wound above level of heart to help reduce bleeding. Treat for shock.
    d. Get medical care for bleeding which cannot be controlled.

D. Cessation of Breathing/Choking Incidents: If victim can cough, speak and breathe, do not interfere. If the victim cannot speak or cough, uses the distress signal, or appears cyanotic (blue) from poor air exchange, proceed with the following:
    a. Stand behind victim with one foot beside the victim to support him/her.
    b. Wrap your arms around victim's waist.
    c. Make a fist, place the thumb side of your fist against the victim's abdomen, slightly above the navel and below the ziphoid (breastbone).
    d. Grasp your fist with the other hand. Press your fist into the victim's abdomen, with a quick inward and upward thrust.
    e. Repeat this action until the obstruction is cleared or victim becomes unconscious, lie on back, continue to attempt to clear airway with abdominal thrusts. Call 911.
    f. Once the airway is open, if the unconscious patient is not breathing, begin rescue breathing. Begin CPR if pulse is absent.

E. Convulsions/Epileptic Seizures
    a. Protect victim from injury but do not restrain. Support and protect the patient's head, being careful not to be hit or kicked. Following the seizure or if the patient vomits, turn their entire body onto their side. Do not force a blunt object between the victim's teeth. Do not give fluids. If breathing stops, give artificial respiration if trained in these techniques.
    b. Try to time how long the seizure lasts. If it lasts five minutes without stopping call 911.

F. Drowning
    a. Call 911. Inform 911 operator that a drowning has occurred at the School Pool.Instruct them to send emergency personnel to the southeast pool entrance off of Lincoln Drive.
    b. Send a responsible student to the nurse's office for assistance. Administer
    c. appropriate first aid and/or CPR. First aid kits are located in the nurse's office.
    d. Send a responsible student to meet the emergency personnel at the designated entrance to the building.
    e. Notify school principal as to the seriousness of the accident. The principal will notify the Superintendent of Schools.

G. Eye Injuries
    a. Chemical Burns
        i. Flush the eye with a gentle stream of lukewarm water while holding the eye open. If only one eye is affected, turn the head so the injured eye is down. If both eyes are

affected, tilt the head back and pour water onto the bridge of the nose. Flushing should continue at least 20 minutes. For acid/alkali burns, it may be necessary to remove jewelry and clothing which may be contaminated by the runoff. Ears may also become contaminated. Contact an optometrist or opthamologist and have the eyes examined.

b. Penetrating Injuries of the Eye:
    i. Do not remove the object or wash the eye. Cover both eyes loosely. Stabilize the object. Keep the victim quiet on his/her back.

H. Insulin Reactions

(NOTE: A student will not have a reaction if not on insulin therapy).

a. Insulin Reactions occur when the blood sugar level is too low. Insulin and exercise lower blood sugar. Food raises blood sugar. Good control requires that these three factors be balanced. Insulin reactions occur because of:
b. Strenuous exercise not covered by extra food or reduced insulin.
c. Too much insulin.
d. Symptoms - Watch for any of these sudden changes:

Pallor Hunger Headache Dizziness Inattentiveness	Irritability Blurred Vision Responses Inability to Concentrate	Crying Confusion Drowsiness Trembling Nausea	Excessive Perspiration Inappropriate Lack of Coordination

*If the reaction is not treated, unconsciousness or convulsions may follow.

Symptoms may vary, or may be absent. When in doubt, treat.

e. Treatment-At first sign of any of the above symptoms, the child with diabetes must be treated at once.
    i. Give some form of sugar immediately. This can be 2 large sugar cubes; fruit juice (1/2 cup); pop (1/2 cup-not diet); candy (equivalent to 6-7 lifesavers); commercial products such as Glucose or Glucose tablets. The child may need coaxing to eat.
    ii. The child should improve within 10-15 minutes. Then give him/her additional food and have him/her resume normal school activities.
    iii. If the child does not improve, repeat the treatment. If there is still no improvement, call the parents for additional instructions. NOTE: Do not give liquids if unconscious. Do not send the child to the nurse's office or away from the classroom alone.

I. (Suspected) Neck or Spinal Cord Injury
    a. Contact the school nurse
    b. Maintain open airway.
    c. Do not move victim.
    d. Do not transport victim.

e. Call 911.

J. Poisoning/Food Poisoning
   a. Identify poison.
   b. Call poison control at 1-800-764-7661. Follow instructions.
   c. If doctor is required, take poison and container to doctor with victim.

K. Food Poisoning:
   a. Administer first aid, as needed.
   b. Notify School Nurse
   c. Call 911 or make appropriate medical referral.
   d. Call parent or guardian.
   e. Notify Nutrition Service Department.
   f. Building Administrator and staff will follow directives of medical authorities.

L. Shock
   a. Watch for cold, clammy skin, pale, bluish face, profuse sweating, weak, rapid pulse.
   b. Have person lie down.
   c. Maintain body temperature.
   d. Cover only enough to keep victim from losing body heat.
   e. Reassure and calm the victim

.

STAFF OR STUDENTS EXPERIENCING ANY OF THESE MEDICAL EMERGENCIES SHOULD BE EVALUATED FURTHER FOR MEDICAL CARE. THE EMERGENCY MEDICAL SERVICE, 911, SHOULD BE CALLED. NOTIFY PARENT/GUARDIAN OF THE STUDENT, OR NEXT OF KIN OF A STAFF MEMBER.

Hazardous Materials Emergency:

Asbestos Hazard

All inquiries should be directed to the District's designated person, the Director of Maintenance.

1. Asbestos Records - Each building has a file located in the office which contains all information relating to asbestos.

2. Yellow Asbestos Warning Sign - The presence of a yellow asbestos warning sign indicates a danger area which should not be entered without instructions and/or consent of the District's designated person noted above.

3. Friable Asbestos - Friable asbestos is evident when the asbestos is falling or appearing in a powder form. It is also friable when the material can be easily crumbled between a finger and thumb. When it appears that there is open friable asbestos, contact the designated person noted above.

4. Demolition of any Building or Part Thereof - Prior to any demolition of any building or portion of a building, the designated person noted above must be contacted to determine if there is any building material which contains asbestos.

5. Major Asbestos Incident - A major asbestos incident occurs whenever there is eminent exposure or removal of asbestos. Should such an incident occur, the designated person noted above shall be in charge of the project. The designated person shall have the authority to close the area and/or bundling to all public and employees until such time that air testing indicates the area may be safely entered.

6. Contact with the Media - In the unlikely event of any publicity regarding asbestos in the schools, response from and on behalf of the District shall be through the designated person noted above.

Other Hazardous Materials

1. Evacuate the area if indoors. In the event of an outdoor occurrence (i.e. overturned tanker, train derailment, chemical fire, broken fuel line), leave students in school, keep all doors and windows closed and turn off outdoor ventilation unit, unless otherwise instructed.

2. If burns or blisters are encountered during hazardous material contact:
    a. Have someone call for ambulance - 911.
    b. For chemical burns to skin or eyes, flush burn with large amounts of water (15 to 20 min).
    c. If only one eye has been affected, flush from the nose outward to prevent contaminating the other eye.
    d. Have victim take off any contaminated clothing.
    e. Apply sterile dressing.
    f. If extensive, have victim lie down with legs elevated EXCEPT FOR FACIAL BURNS.
    g. For extensive facial burns, sit or prop victim up. Observe for breathing difficulty.
    h. Do not immerse or apply ice water. Apply cold pack to hands, face or feet if necessary.
    i. Bandage loosely with dry, clean dressing.
    j. Don't put ointment or pressure on burn.
    k. Don't break blisters or remove pieces of cloth stuck to burn.

3. Call Director of Maintenance Seth Putz
    507 934-4210 218 434-1149 -cell

School Bus Accidents:

In the event of any vehicle accident, the following steps must be taken by the driver:

1. Stop immediately to investigate.
2. If necessary, evacuate the school bus to at least 100 feet and administer appropriate first aid.
    a. Inform the students that they need to evacuate the bus from the emergency exits.

b. Remind the students to stay calm, and evacuate seat by seat, alternating sides.
c. Remind the students to leave books and other articles in the bus; their safety is much more important.

3. Select a responsible person to call 911 from a nearby phone. Advise 911 operator of any injuries and location.
4. Protect the scene of the accident and passengers by having someone direct traffic ad set up flares of flags.
5. As soon as convenient, call Director of Transportation and report that there has been an accident and briefly describe the scene. The bus dispatcher will call the business office.
6. Insurance Information:

Police Officer's Name	Police Officer's Badge Number
Police Report Number	Police Department(s) Involved
From each party involved, obtain:	
Driver's Name	Driver's Address
Driver's Phone Number	Insurance Company, Agent and phone

7. If it is known that a student receives an injury while on the bus or while getting on or off the bus, the following criteria shall be followed as to parental notification:
   a. If the possibilities of injury or actual injuries occur needing medical attention and/or hospitalization, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.
   b. If an accident occurs where there are no injuries, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.
8. If a school bus is involved in an accident, students will, if necessary, be taken to the doctor or hospital for diagnosis and/or treatment at the discretion of emergency personnel called to the scene.
9. Under the No Fault Insurance Law, all medical bills for students injured on the school bus are to be sent to the parent's automobile insurance company for payment. The parent's automobile insurance company is primarily responsible for medical payment in the event of injury in a motor vehicle.

PLEASE NOTE: It is important that we show courtesy and concern to all those individuals involved in an accident. It is inappropriate to discuss who may or may not be at fault. These matters are to be determined by the appropriate authorities.

Crisis Situations (Death/Terminal Illness)

Philosophical Statement:

The St. Peter Early Childhood Plan of Action for Crisis Situations is intended as means to help meet, deter and/or prevent crisis situations which limit students' opportunities for learning. The plan is also designed to help address the psychological and emotional needs of students and staff, specifically during times of crisis. We will generally interpret crisis to mean:

1. Death of a student

2. Death of student's parent or sibling
3. Death of a school district employee
4. Suicide
5. A terminal illness which affects any student or employee
6. Any other tragedy of local concern/importance

By addressing the above situations we hope to assist, as best we can, our students and staff in coping with the tragedy productively by using a basic plan of action.

Crisis Team

Saint Peter Early Childhood Emergency Team:

1. Ytive Prafke- Administrator
2. Mandy Kennedy - Social Worker
3. Erin Stueber-Teacher
4. Mariah Myhra-Teacher
5. Jon Hughes - Police Liaison
6. Jerry Doyle - Head Custodian
7. Emily Craig-Food Service Director
8. Beth Thoms-Adminstrative Assistant
9. Erica Walter-EC Program Assistant
10. Rachel Fitch/Angela Bruns - Health Office

Emergency Response Plan:

1. Any district employee who has knowledge of a perceived crisis should contact the principal or designee. The principal should verify the situation and then call the Crisis Team to meet in the principal's office to identify the procedure to be followed and prepare a statement to be read by classroom teachers if necessary. The team will also decide the manner in which the deceased's personal belongings will be cared for.

2. The school staff, including non-certified members, could meet prior to contact with students. At that meeting they will be informed of the crisis and given all pertinent information. Staff will be notified of the meeting via the attached chart. In the event a crisis occurs during the school day, the Crisis Team will be assembled as soon as possible. Information will be communicated to each teacher as necessary.

3. Any statements to the press will be handled by the principal or designee. The secretarial staff will be made aware of who is in charge and will review procedures for handling requests or calls from parents, news media, etc.

4. Under most circumstances no large group assemblies will be held to inform students of the incident. Rather, students will be informed by their classroom teacher. A written statement to be read to each classroom may be made available at the staff meeting. The Crisis Team will decide which grade levels will be notified. Teachers are encouraged to handle all expressions of grief in their class to the extent

that they are comfortable. Discussion in the classroom should not "glorify: the situation, but be serious, frank and supportive. Facts should be stressed to diminish rumor and sensationalism. Classes will be run as routine as possible, however, teachers will be alert to identify "high risk" students. Teachers will be aware that the Crisis Team members are available to students and may allow students to leave class to access them. If death was by suicide, teachers should emphasize this tragedy as an error in judgment, and was a permanent solution to a temporary problem. Encourage students to talk about ways to cope with stress, including the stress of this event.

5. School social worker may be made available to an entire class if a student from that class is directly affected or if otherwise deemed necessary.

6. If necessary, at the close of the school day, staff members could meet to assess the situation, make plans for the next day, and identify high risk students to the Crisis Team. At this time outside student referrals and parent contacts will be reviewed.

7. As additional information becomes available, the Crisis Team will decide how it should be disseminated and by whom. One member of the Crisis Team will be responsible for gathering funeral arrangement information and for preparing details for student and faculty attendance at the visitation and funeral. Students are not encouraged to leave school to attend the funeral in the event of a suicide.

8. The Crisis Team may decide if outside professional help, such as Klein Funeral Home, The St. Peter Ministerial Association, Sioux Trails Mental Health Center, the St. Peter Clinic, and Nicollet County Social Services, is needed. The roles of these outside specialists may include:

A. Co-facilitators in student support situations
B. Expertise and assessment
C. Visiting classrooms of affected students
D. Support for teachers/staff
E. Referral for highly distressed individuals

9. The principal and a staff member who has been well acquainted with the student should make contact with parents, when appropriate, to express the school's condolence. Visiting the family is encouraged.

10. On the day following the funeral, the Crisis Team may prepare a statement to be read by teachers to their classroom. This statement should express the support students and faculty have shown to each other and remind students that support staff remain available. After this statement, teachers should move towards closure while still allowing expressions of grief. Concern for high risk students should be reported to the support staff.

11. A faculty meeting may be held one week later to discuss the interventions which took place and to give the staff a time to reflect, offer support to each other, and offer suggestions to the Crisis Team.

12. The Crisis Team will carefully review all memorial requests made at school for the deceased.

Practices to Consider for Death by Suicide:

1. Reduce guilt of survivors
2. Increase psychological distance between survivors and victims to prevent modeling of victim's behavior
3. Consult with media to down-play glamorization
4. Consult funeral directors
5. Avoid excess attention given to victim, e.g., dedication of yearbook or newspapers, large assemblies, in-school memorial service, canceling school, etc.
6. Establish appropriate support groups to deal with grief issues.

Events of Crisis on School Premises:

1. Call 911 for emergency help
2. Isolate the area
3. The principal or designee will contact the proper authorities (sheriff, police, etc.)
4. Notify the parents
5. Prepare fact sheet for staff and disperse at the appropriate time
6. Make students aware of the facts judged to be appropriate

SUICIDE/DEATH - SCHOOL RESPONSE

I. INTRODUCTION

When a young person commits suicide, or suffers any kind of tragic death, the principal of a school is confronted immediately with serious problems; verifying what happened, containing the information, protecting the privacy of the family, helping students cope with the death, communicating beyond the school, bringing the resources of the community to bear on the problem, dealing with parents, and minimizing the possibility that other students may imitate the behavior and take their own lives. The first 48 hours are crucial.

II. SUGGESTED PROCEDURES

A. Building Administrator to establish crisis team.

1. Principal-Committee Chair
2. Administrators
3. Social Worker
4. School Nurse
5. Significant teacher and/or staff
6. Psychologist
7. Superintendent-District Spokesperson

B. Steps to follow:

1. Team meets at earliest convenience to develop plan of action. Plan may include:
2. Protect privacy of family
3. Verify the death
4. Notify Superintendent (spokesperson)

5. Announce the death to students and staff
6. Make counselors available to students and provide rooms for students to meet in small groups
7. Contact community resources
8. Hold faculty meeting and identify students about whom faculty are concerned
9. NEXT DAY:Hold small group meetings with students - announce funeral arrangements

III. DETAILED EXPLANATION OF FIRST 48 HOURS (a - h above)

A. Protect privacy of family
   a. Contain the story and protect the privacy of the family. If the story is true, the family of the student has experienced a terrible loss. Respect for their privacy is important. Make up your mind right then not to refer to the death as a "suicide" and move to contain the story until it has been verified
   b. Direct the student who brings you the message not to repeat it to anyone. Explain that the information has not been verified. Even if it is correct, explain that it is important that the announcement comes from the principal in an appropriate and official manner. This will help to relieve undue distress.
   c. Instruct the secretaries and others in the office not to repeat anything that has been said or to give out any information until you have verified the report. Say, "I need your help. We must not allow news of this incident to get out of hand, and we must not use the word "suicide" in
   d. any conversation. We must protect the privacy of the family. If this has occurred, the family has suffered a terrible loss. Our first concern must must be to do nothing that will be disturbing to the family."
   e. Emphasize the Right to Privacy: Your initial response should be designed to protect the privacy of the family. If a student commits suicide, the family has suffered a tragic loss. The problems of the family take precedence over the problems for the school. The privacy of the family must be honored. The school must not report anything that might be perceived as degrading by the family involved. Suicide is a taboo in our society. Some families will have great difficulty accepting the fact that their child committed suicide and may go to great lengths to cover the fact that the death was a suicide. If the school announces that a suicide occurred, the family may be offended.

The final determination of whether a death is suicide is often a complex legal matter, regardless of notes that may have been left or other evidence discovered after the death. A coroner may rule the death an accident, despite the fact that much of the evidence suggests suicide. Coroners and police investigators are aware that insurance Considerations and emotional stability in the family may be involved. An official statement from the school that a student committed suicide may evoke protest from the parents. The school should restrict the flow of any information that may be damaging to the parents or other children in the family.

B. Verify Death

Verify the fact that the reported death did occur. Do not refer to the death as a suicide. Do nothing until you are positive that the information received is accurate, but do everything you can to verify the facts of the case. Make the calls yourself. Call the police or coroner if necessary. Hospitals usually will not give out information. Do not call the home.

If the death is verified, notify the superintendent immediately. If you are unable to verify the death quickly, notify the superintendent of developments and get back with more information as soon as you verify it.

You must verify the fact that a death occurred. If a student is reported to have committed suicide (or to have died in an automobile accident for that matter), the death must be verified. Further, if the death was a suicide, the fact of the suicide also must be verified, and that information must be handled with great care.

Information about the death may come into the school from many sources; from a child who lives next door to the deceased, from a student who overheard his father who is a police officer talk about the incident at home, or in some other way. Depending on what time of day the death occurred or when the body was discovered, the incident may have been reported on the evening television news or in the morning paper.

However, the initial information gets to you, you must verify the facts
of the matter. Calls to the local police station or coroner will be important to determine precisely what happened. Be certain to whom you are talking, identify yourself as principal of the school, and maintain a log of all communications.

C. Notify Superintendent (official contact person)

1. Make no statement to any reporter. Do not inform reporters that you verified the fact that a death occurred.

2. Direct all reporters and camera crews to leave the building. Point out that adopted school board policy prohibits news media people inside the building during the school day.

3. Inform reporters that information will be available only from the office of superintendent of schools.

4. Do not allow the reporter to interview any student or staff member in the school or on the school grounds.

Implicit in the above scenario are several decisions by the principal, which stem from policies in place before the crisis occurred. Thus, the principal was able to act decisively and without delay. These policies are discussed below.

5. Communicate: In the first few hours, communication from a single source is important. Refer all inquiries from outside the school to the superintendent of schools. One person from that office should serve as spokesperson for the district. Maintain close communication with that one person.

D. Announcing Death to Students and Staff - Share information with appropriate building staff

1. Inform teachers before school, or as soon as possible.

2. Call a brief staff meeting:
   a. Share baseline of information
   b. Discuss plan of action
   c. Support

3. Each building will have a plan for notifying the staff in the event of a suicide on the weekend or during vacation. (See emergency calling tree for South Elementary)

   When a suicide is reported, hold a meeting of the faculty as soon as possible. If it has to wait until the end of the day, give notice of the meeting early. As soon as you know the facts about the suicide, prepare a brief written announcement to be distributed to teachers, which they can read to students simultaneously to students throughout the school.

4. Formal Statement: Prepare a formal statement to be read aloud to students over the public address system in the school. Do not try to extemporize. If you do not read the announcement, it should be read by the person who typically makes announcements. Do not state that the death was a suicide. Do not call an all-school assembly to make the announcement, because questions could be raised and discussion develop that might cause the situation to get out of control. The statement to be read should say something like the following:

   "We have just been informed that _____, a student in the _____ grade in this school, has died. The funeral arrangements have not been completed. As soon as we learn, we will let you know when the funeral will take place. Those of you who want to discuss your feelings about _____'s death may meet in Room _____, where you will receive further instruction."

E. Make counselors available to students and provide rooms for students to meet in small groups.

1. Counselors and nurse visit classrooms of the students to talk with students and answer questions.
2. Another counselor visits the classrooms of the siblings.
3. Establish a crisis room.
   a. Staffed at all times
   b. Teachers prepared to allow students access
4. Help students: Students must have an opportunity to express their confusion and grief in a safe, supportive environment. They must be reassured that they are in the company of caring professionals. The death of a classmate may leave survivors with feelings of abandonment and rejection. The tendency to blame, common after any death, is always evidence following a suicide.

   Attempted suicides and completed suicides also increase after stories about suicide appear in newspapers or on television. Imitation by adolescents is common, and teachers must be cautious about discussing suicide with any young person.

If you learn about the death late in the school day, do not allow the students or staff to leave the building without informing them about the death and offering help. Be prepared for the fact that students will stream into the halls after the announcement of a death crying or sobbing uncontrollably. Have a plan for students to meet with counselors and others to discuss the death.

Arrange meetings for students who may be deeply affected by the death. Meet in small groups. Do not allow peer counselors to conduct these meetings. Have a professional present in every room. Ask, "Are there any others who should be invited?" Encourage students to express their feelings. Recognize the various stages of bereavement and recovery; denial, anger, acceptance, and resolution. Help students work through these stages.

Avoid isolated discussions of suicide. Identify healthy coping strategies available to young people and emphasize the futility of suicide as an option. Do not dramatize the death, and do not dwell on the details of how the student took his or her life. Be as truthful as possible. Help students understand the importance of protecting the privacy of the family.

Teams should discuss staff and students who are at risk for reactions-
i.e. those who may have experience recent personal loss-and
determine a support system.

F. Contact Community Resources

Specify procedures for establishing contact with officials of local agencies, who may be called on for help. Designate a person who is responsible for initiating and maintaining contact with various community agencies.

Ask student personnel specialists from central office and others from the school and the community who are members of the School Crisis Network (for example, clergy, counselors, psychologists, social workers) to assist you and your staff in working with students and parents.

G. Hold faculty meeting after school (Day 1)

H. Funeral (Announce funeral arrangements when they become known)

I. Hold small group meetings for students (Day 2)

J. Follow-up Plan

1. Team should meet to determine if the following are needed:
   a. Parent information session and how to meet students' concerns regarding the incident
   b. Grief course
   c. Grief groups for students

2. Team members may want to visit with the family several weeks later.

K. Do's and Don'ts Regarding Suicide

You must know what you are going to do before a suicide occurs.

Do not allow anyone to describe the suicide as a heroic act. Do not fly the school flag at half-mast. Do not observe a moment of silence in school. Do not have a memorial service at school or an "In Memoriam" page in the yearbook. Do not glorify the death in any way.

Decide, before you are asked, if you are willing to deliver a eulogy at the funeral. What you say at such a gathering can have great impact-in positive or negative ways. The death of a young person from any cause is saddening, death by suicide is tragic. Emphasize that there are other options than taking one's own life.

By the third day, try to get things back to normal. But be sensitive to the fact that certain students may have been profoundly affected by the death. These students need special help.

Vandalism/Burglary:

A. When an act of vandalism or a break-in has been discovered, the following plans should be followed:

1. Do not enter the building; go to the nearest phone and call the police - 911.

2. If you have entered the building and you find there has been a break-in, do not touch anything. Leave everything alone and call the police and wait for them to give you the orders to clean up or to make repairs.

3. Notify the head building custodian.

4. Notify the building principal/program supervisor.

5. Notify the Maintenance Supervisor.

6. Notify the St. Peter Police Department.

B. The custodial building head, working in conjunction with the maintenance department, should secure the building after the police or sheriff's office has completed their preliminary investigation and then should complete the cleanup and repair the damage as necessary. The building principal should compile an inventory of damage or stolen items and additional information relative to damage or loss must be reported to the Business Office on the approval vandalism form (sample attached).

C. The maintenance supervisor should summarize the event and develop repair and replacement cost estimates relative to building damage. This report should be submitted to the Business Office no later than 48 hours following the event (excluding weekends and holidays).

District Office Information Police Case No._____

INDEPENDENT SCHOOL DISTRICT #508
VANDALISM/BREAK-IN REPORT

School: _____ Date of Report:_____
Time and Date Problem Discovered:_____
Time and Date Reported to Authorities:_____
(Use 911 only if emergency still exists)

Time and Date Reported to Supervisor:_____

PLEASE BE AS DESCRIPTIVE AS POSSIBLE

Type of Vandalism_____

_____

_____

Visible Damage_____

_____

_____

Items Known To Be Missing_____

_____

_____

Comments_____

Building Principal _____

Maintenance Supervisor_____

Elopement Plan

Elopement is defined as a student leaving an assigned area without permission from or knowledge of staff, often to escape and/or avoid a school-related situation or task. Along with the following general guidelines, individual plans are developed for students on an as-needed basis. Please contact the principal for additional information. See more information on the next page.

Early Childhood Elopement Plan

Notifying office and staff:

* Call the office with the name and last location.
* Office staff will notify all staff, "Code F.A.S.T. (Student's initials)"
* When student is located, contact office and all staff will be notified, "F.A.S.T canceled."

Staff Assignments:

* All staff will look in their classrooms, outside their windows and immediate hallway areas.
* An announcement will be made in all EC Classrooms for any available staff to report to a designated location. Staff should bring their keys and cell phones.
* The staff group will identify a search area and disperse.
* Any staff member that locates student will communicate with the office immediately.

Who/when to notify police and parent(s):

* Principal or office staff (under the advisement of the principal) is responsible for police and parent notification.
* In the event that student is unaccounted for and his location is unknown for 10 minutes, the police should be called and parents notified at that time.
* In the event that student has eloped and it is known that the student is outside but **on** school grounds, parents and or police will be notified if school staff are unable to get the student to a safe area.
* In the event that student has eloped and it is known that the student is **off** of school grounds, police should be called IMMEDIATELY.
* Parental notification of ANY wandering incident is required, including incidents where the student may have wandered within the building and will be done by the principal of his/her designee.

Saint Peter South Elementary
Emergency Action Plan
2025-2026



1405 S. 7th Street

St. Peter MN 56082

507-934-2754

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Introduction:

These emergency procedures are designed to provide guidance to those having responsibility for the safety of pupils, school staff, and users of school facilities.

Common sense should dictate the reaction of school authorities to emergency situations. All situations CANNOT be neatly defined into a category for which hard and fast guidelines can be drawn. Individual judgment will need to be exercised in given situations. Continuing and meaningful efforts to prevent incidents that lead to emergency situations should be the area of greatest concern. In addition to the safety protocols outlined in this document, the South Elementary comprehensive school safety plan includes proactive teaching of appropriate school behavior through its PBIS program, supporting students' social emotional health, explicitly teaching social emotional/relationship skills through the Character Strong Purposeful People Curriculum, and offering students additional targeted supports through our student support team.

The emergency plans included in this document meet requirements set forth by the state of Minnesota and Board Policy 806: Crisis Management and are based off of guidance provided by *Homeland Security and Emergency Management's Comprehensive School Safety Guide* and *The I Love you Guys's* Standard Response Protocol.

Emergency Teams:

Saint Peter Public Schools utilizes three broad teams in its emergency planning and management. Teams consist of the following:

District Emergency Response Team:

The district response team develops the school emergency plan with local community response agencies. The district response also assists building response teams with planning, training, and drills to ensure compliance with state drill requirements and continuity of planning. The team may also perform incident command functions typically reserved for district-level response such as public information, finance, or behavioral health crisis intervention.

Building Emergency Response Team:

Each school facility has an emergency response team consisting of staff trained to perform emergency response functions according to the school district emergency plan. Building level teams are responsible for developing and revising the building emergency plan and procedures, training staff, conducting required drills, documenting and evaluating drill performance, and response to real incidents.

Building Medical Emergency Response Team:

Each school facility has a medical response team to provide assistance in medical emergencies until emergency responders arrive. Medical response teams are trained in First Aid, CPR, and the use of AEDs.

Emergency Response Team Membership:

*Individuals are listed in order of chain of command.

District Emergency Team:

1. Jon Graff - Superintendent, Emergency Coordinator
2. Seth Putz - Buildings and Grounds Supervisor
3. Jessi Buttell - Middle School Principal and Safety and Security Team Coordinator
4. Ytive Prafke - Special Programs Director
5. Darin Doherty - North Elementary Principal
6. Annette Engeldinger - High School Principal
7. Jana Sykora - South Elementary Principal
8. Jon Hughes - School Resource Office
9. Rachel Fitch - School Nurse
10. Shea Roehrkasse - Activities Director
11. Tami Skinner - Community Education Director
12. Monica Hasch - Saints Bus

South Elementary Emergency Team:

1. Jana Sykora - Principal, Emergency Coordinator
2. Laura Zender - School Counselor
3. Cindy Bruce - Behavior Interventionist
4. Stacy Abel - Case Facilitator
5. Steph Noble - ELL Teacher
6. Kaari Bly - Intervention Teacher
7. Jon Hughes - Police Liaison
8. Nathan Hughes - Head Custodian
9. Mimi Brock - Head Cook
10. Marlene Barfknecht - Attendance Secretary/Receptionist
11. Deb Pfeifer - Principal's secretary
12. Jody Fischenich/Kara Olson - Health office

South Elementary Medical Emergency Team:

1. Rachel Fitch - District Nurse, Medical Emergency Coordinator
2. Jody Fischenich - School Nurse
3. Kara Olson - School Health Assistant
4. Jon Hughes - Police Liaison Officer
5. Jana Sykora - Principal
6. Laura Zender - School Counselor
7. Cindy Bruce - Behavior Interventionist
8. Stacy Abel - Case Facilitator
9. Steph Noble - ELL Teacher
10. Kaari Bly - Intervention Teacher

Emergency Coordinator Responsibilities:
Each Principal or program lead will determine a coordinator for their respective building's emergency response team. Emergency response team coordinators will have the primary responsibilities of:

1. Development and coordination of the school emergency plan
2. Informing staff members, students, and parents about the plan
3. Training staff and personnel on emergency procedures
4. Set up a clearly defined chain of command so that safety procedures can be appropriately carried out in the event of their absence from the building.

At South Elementary, Principal Jana Sykora, will assume the role of emergency coordinator. Jana can be reached at 320-496-7038, district radio, or via the Crisis Go App. In the case of Jana's absence, Laura Zender, School Counselor, will assume the role of emergency coordinator. Laura can be reached at 612-298-0686, district radio, or via the Crisis Go App. Refer to the chain of command listed above in the event both Jana and Laura are absent.

In general, building emergency response teams are responsible for ensuring the following:

1. Assure responsible authority and chain of command
2. Be able to communicate through a clearly defined communication plan
3. Be prepared to evacuate the building and have holding areas for all students
4. Be prepared to use the school facilities for a shelter, inclusive of plans for shelter in place and lock down.
5. Be prepared to transport students under emergency conditions

Incident Command:
The South Elementary office will be the site of incident command unless the emergency situation determines the need for an alternate location.

Building Security Plan
Saint Peter Public Schools utilizes four levels, or tiers, of security to guide its operations. The following outlines the levels of security and specific actions associated with each

South Elementary Building Security Plan

Security Level	Actions
Lockdown	• The heightened security plan will be followed. • An announcement will be made over the intercom identifying a Lockdown • Staff will secure classroom entrances, offices, or work areas, and will not allow students to leave their areas. • The building principal or designee will call the Saint Peter Police Department for assistance (should this be 911?) • Teachers will check student rosters to ensure all students are accounted for • Communication will be provided via the Crisis Go App
Shelter In Place	• Students may not be allowed out of the building unless they are turned over to a parent/guardian or are authorized to return home via school transportation. This decision will be made after consultation with local law enforcement authorities. • Parents/Guardians, or any other persons needing to know, will be notified via the media. • The Saint Peter Police Department will be consulted. Law enforcement officials will advise the District as to whether or not the area around the school site is safe. • All other heightened security measures will be activated.

Heightened	• All general security practices will continue to be followed • Risks will be assessed on a regular basis with consultation from public safety officials • School administrators, counselors, and designated personnel will increase presence in and around school buildings • All school personnel will be notified and instructed to be looking for any suspicious activities or behaviors. Any suspicions should immediately be reported to administration • If any specific individuals are identified as at risk, parents/guardians, or any other persons needing to know will be notified in a timely manner. • Once a thorough threat assessment has been completed, The principal or designee will make determination about the level of security. • The Principal or designee will inform the local police of the situation.
General	• The office door (1) and breezeway doors (3 & 8)doors will open to allow student entrance at 7:40 am. They will remain open until 8:00 am. • At 8:00 am, all doors except the main office door will lock. • All visitors are required to check in., receive a visitor badge, and be buzzed out of the office in order to enter the main building. • On nights when there is an event, the main office door (1) will remain open until the conclusion of the event. • Signs are posted at every entrance directing visitors to the main office. • All school personnel are required to wear school identification badges. • All school personnel are directed to approach visitors who are not wearing a name badge to greet them and direct them to the appropriate office. • If school personnel observe suspicious behavior by visitors, they are directed to contact the main office.

Emergency Communications Plan

Saint Peter Public Schools utilizes a number of communication tools to support its Emergency Management Plans. The following outline is intended to provide guidance on the use of each during an emergency situation. Communication tools include the following: Building intercom systems, building telephones, individual cell phones, Crisis Go app, district two way radios, dispatch radios, the fire alarm, and Thrillshare communication app.

Informing/Communicating with Emergency Responders:

Best: Phone Dialing 911 via telephone is always the best option. Stay on the line with dispatch as long as it is safe. Phone calls made by district telephone can be pinpointed to precise locations. Cell phone locations can be located, but not as precisely. Anyone can call 911 from any location.

Next Best: Dispatch Radio Each building has access to emergency radios that link directly to county dispatch. There is only one dispatch radio per building, so information must first be relayed to the individual in possession of the radio. If the situation becomes unsafe and office staff must move away from telephones, radio contact becomes a priority.

Informing Students and Staff:

Best: School Intercom School intercoms are an effective means of communicating information instantly with an entire building. Use of intercoms is a best option as long as it is safe to do so.

Next Best: Crisis Go is an effective means of communicating with in-school groups and those who may not be in the building (PE/Recess) during a crisis situation. Best case scenario, intercom and Crisis Go are utilized simultaneously.

District Radio: In the event of a crisis (not a drill) district radios will play a minimal role.

Fire Alarm: When the fire alarm sounds, it always signals an immediate evacuation from the building.

**Staff will be notified of district/school emergency action plans during fall workshop week staff meetings.*

**Students will be notified of district/school emergency action plans during grade level handbook meetings and regularly scheduled drills that are held throughout the school year.*

Informing Parents/Guardians:
Thrillshare notification system will be utilized for mass communication to parents/guardians.
All emergency messages must receive approval from the superintendent of schools.

**Parents/Guardians will be notified of district/school emergency action plans the second week of school via the weekly parent newsletter.*

Informing Media and Community:
The superintendent or designee will handle all media requests and construct/create all district level messages to the media

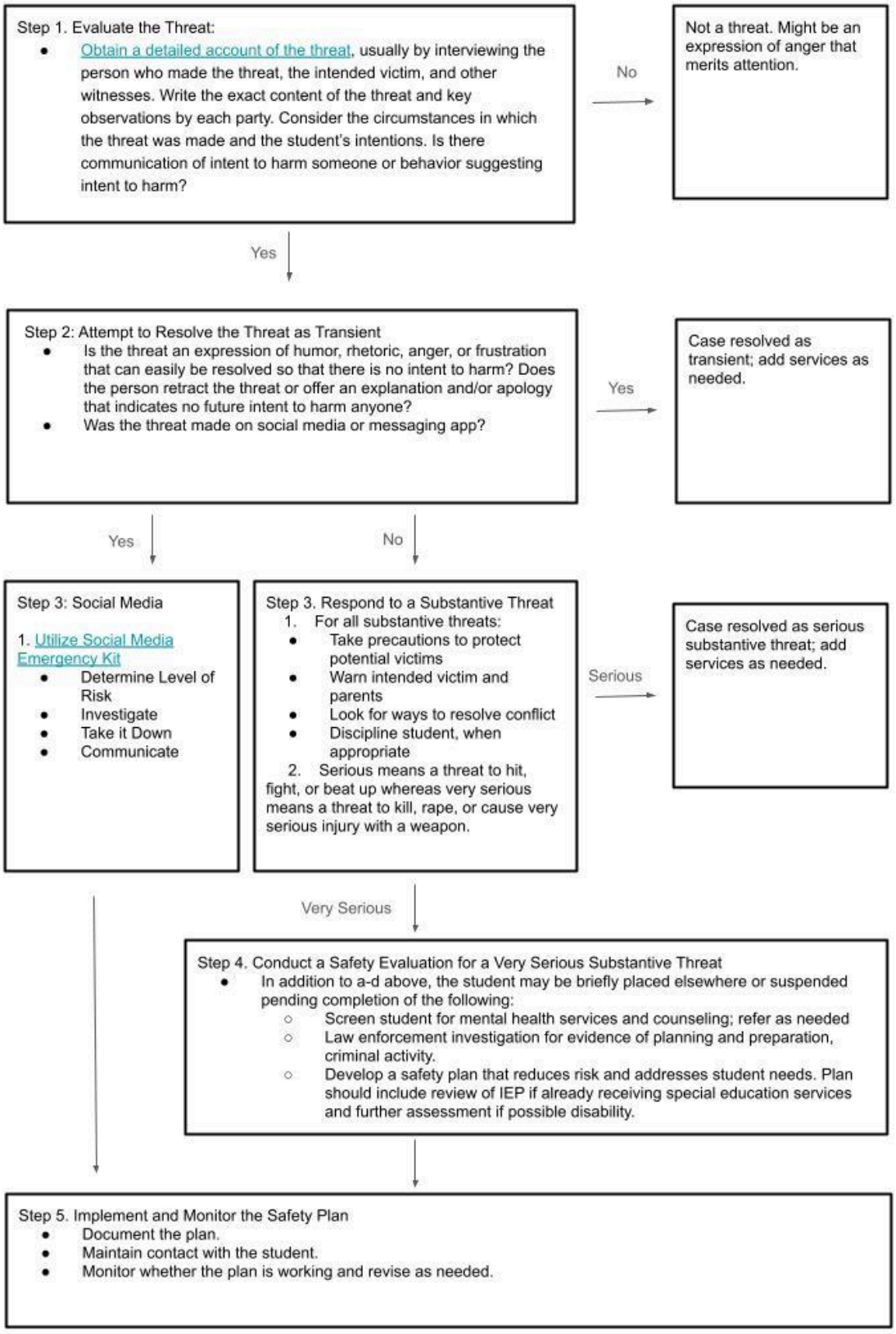
Informing/Communicating with Emergency Responders:	
Best	Phone (911)
Next Best	Dispatch Radio (located in office)

Informing/Communicating with Students and Staff:	
Best	School Intercom and Crisis Go App Simultaneously
Next Best	1. School Intercom 2. Crisis Go App
Alternative	District Radio and/or Runners
*Fire Alarm	Always signals to evacuate the building

Informing/Communicating with Parents/Guardians
Thrillshare communications app

Informing/Communicating with Media and Community
The superintendent or their designee will handle all communication with the media.

Threat Assessment Protocol:



Emergency Contact List:

The following is list of people to be called and notified in the event of a school emergency

a.	Jon Graff, Superintendent	507.934.5703 x1005	507.720.5118 (C)
b.	Jana Sykora,Principal	507.934.2754 x3031	320.496.7038 (C)
	Laura Zender, Counselor	507.934.2754 x3024	612-298-0686 (C)
c.	Seth Putz, Buildings/Grounds Supervisor	507.934.2754 x1032	218.434.1149 (C)
d.	Nathan Hughes, Head Custodian	507.934.2754 x3052	507.351.9699 (C)
e.	Jon Hughes, Resource Officer	507.934.4210 x5019	507.491.0992 (C)
f.	Rachel Fitch, School Nurse		507-317-0537 (C)
e.	River's Edge Hospital & Clinic	507.931.2200 (if applicable)	
f.	St. Peter Fire Department	911 or 931-1120 (if applicable)	
g.	St. Peter Police Department	911 or 507.931.1550 (if applicable)	
h.	Nicollet County Sheriff	507.931.1570 (if applicable)	

Additional Emergency Contact Information

Regulatory Coordinator

Seth Putz	507.934.2754 x1032 (M)	218.434.1149 (C)

Administration

Jon Graff	Superintendent	507.934.5703 (W)	507.720.5118 (C)
Annette Engeldinger	High School Principal	507.934.4212 x6099	507.340.0627 (c)
Shari Karlsrud	HS Dean of Students	507.934.4212 x6115	
Jessi Buttell	SPMS Principal	507.934.4210 x5019	507.720.2350 (c)
Steve Alger	Dean of Students	507.934.4210 x5099	507.720.5148 (c)
Darin Doherty	North Elementary Principal	507.934.3260 x4006	507.351.0040 (c)
Jana Sykora	South Elementary Principal	507.934.2754 x3031	320.496.7038 (c)
Ytive Prafke	Special Programs Director	507.934.2754 x 1010	507.720.1257 (c)

General

Ambulance	911 or 931-2200
Fire Department	911 or 931-1550
Police	911 or 931-1550
Sheriff	911 or 931-1570
Civil Defense - Nicollet County	931-6800
	931-1550 (After Hours)
Fire Marshal - Thomas Roessler	507-602-0651
Saint Peter Community Hospital	911 or 931-2200
Weather Bureau-Nicollet County Sheriff	931-1570
City of Saint Peter	934-4840
Poison Control Center	1-800-222-1222
National Suicide Crisis	1-800-784-2433
South Central Mobile Crisis Line	1-877-399-3040

Maintenance

Seth Putz	Buildings/Grounds Supervisor	507.934.2754 x1032	281.434.1149
Nathan Hughes	Head Custodian	507.934.2754 x3052	507.351.9699

Bus

Monica Hasch	Saints Bus	507.934.4690

Food Service

Emily Craig	320.760.3231

Repair

Call in case of emergency **if the Head Custodian or Operations and Maintenance Supervisor** cannot be reached.

	Company	Phone
Plumbing:	Andresen Plumbing	507-931-9020
Boiler Work:	Adams Mechanic	612-417-0425
Electrical:	BLK Electric	507-388-1173
Fire Alarm:	Alarm Monitoring Services	507-345-4185
Card Entrances/Cameras:	A+	507-625-6554

Utilities

	Company	Phone	
Electric:	City of Saint Peter	934-4840	
Natural Gas:	CenterPoint Energy	1-612-321-5050	
Telephone:	Arvig	1-866-897-3469	
Fax:	Consolidated	507-387-1151	
Internet	Consolidated	507-387-1151	
Nicollet Co. Nurse	Rebecca Willette	934-7226	(507) 479-3085

General Crisis Management Plans:

Saint Peter Public School's crisis management plans follow the Standard Response Protocol (SRP) (version 4.2, 2024) from the I Love You Guys Foundation. The plans cover building security, classroom/building/campus evacuation, and sheltering procedures using six key actions: Hold, Secure, Lockdown, Evacuate, Shelter, and Reunify.


HOLD


SECURE


LOCKDOWN


EVACUATE


SHELTER


REUNIFY

District-wide immediate response actions and when to call a response protocol:



HOLD

- Medical Emergency
- Mental Health Crisis
- Student Behavior Crisis



SECURE

- Unknown or unauthorized person on the school grounds
- Dangerous animal on school grounds
- Suicidal Thought/ Attempt/ Completion
- Demonstration/ Disturbance
- Criminal activity in area
- Planned police actvitiy in the neighborhood



LOCKDOWN

- Dangerous animal within the school building
- Intruder/ Hostage
- Angry or violent parent or student
- Report of a weapon



EVACUTE

- Bomb Threat
- Fire
- Hazardous Material Release/ Spill



POLICE LEAD EVACUATION

- After a lockdown



SHELTER

- Hazardous Materila Spill/ Release Outside
- Tornado
- Severe Weather
- Flooding



REUNIFY

- Due to Weather
- Power outage
- Hazmat event
- School crisis



HOLD
In Your Room or Area.

HOLD
IN YOUR ROOM OR AREA.
There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

During a Hold, there may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

PUBLIC ADDRESS
The public address for Hold is: "Hold in your room or area. Clear the Halls."

It is repeated twice each time the public address is performed. There may be a need to add directives for students who are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls.
Hold in your room or area. Clear the Halls."

An example of a medical emergency message would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

PUBLIC ADDRESS - RELEASE
A Hold Action can be released by Public Address.

When it's been resolved:

"Students and staff, the Hold is released. All clear. Thank you for your assistance in making this Hold work smoothly."

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

ACTIONS
Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that, prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

RESPONSIBILITY
Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION
Student, teacher, and administrator training.

Reinforce with students and staff that during a Hold, classroom activities will continue while the incident is addressed. Administrators should make a plan for communicating with staff, students, and parents/guardians after a Hold is cleared to provide pertinent information about the incident.

DRILLS
Hold should be drilled at least once a year, or as mandated by state requirements.

CONTINGENCIES
Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS
The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.

SECURE
Get Inside. Lock Outside Doors.

SECURE
GET INSIDE, LOCK OUTSIDE DOORS.
The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

PUBLIC ADDRESS
The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.
Secure! Get Inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

PUBLIC ADDRESS - RELEASE
A Secure Action can be released by Public Address.

"The Secure is released. All Clear.
The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear.
Thank you for your assistance with making this Secure work smoothly."

ACTIONS
The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

ADDING A LIFECYCLE TO THE SECURE PROTOCOL
As a situation evolves there may be more information available to guide decision making. With the Secure Action, there is the option to transition from the initial response of "No one in or out" to some access control.

NO ONE IN OR OUT
The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

CONTROLLED RELEASE
An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

MONITORED ENTRY
When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement, and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.



LOCKDOWN
Locks, Lights, Out of Sight.

LOCKDOWN.
LOCKS, LIGHTS, OUT OF SIGHT
Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

PUBLIC ADDRESS
The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!

Lockdown! Locks, Lights, Out of Sight!"

ACTIONS
The Lockdown Action advises making rooms look unoccupied by locking individual classroom doors, offices, and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights, and having occupants maintain silence.

Most schools have implemented policies requiring all exterior doors be locked during the school day, consistent with current best practices. Therefore, the protocol advises leaving the exterior doors as is during a Lockdown Action. Be certain there's a plan for allowing local first responders to gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

RESPONSIBILITY
The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

REPORTED BY
When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

PREPARATION
Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member, or school administrator to unlock it.

DRILLS
Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the "SRP Lockdown Drill" section of this book.

EVACUATE
A location may be stated.

EVACUATE TO A LOCATION
Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An off-site evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

REUNIFICATION AFTER AN EVACUATION
When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method:

Link to either your website or **https://iloveuguys.org** for them to learn more.

PUBLIC ADDRESS
The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.

Evacuate! To a location."

ACTIONS
The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

RESPONSIBILITY
The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION
Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points, and evacuation sites, as well as student, teacher, and administrator training. An evacuation site may become the reunification site, so plan accordingly. Ideally, plan to have an off-site evacuation facility that's within walking distance, and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from **iloveuguys.org**.

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

EVACUATION ASSEMBLY
The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take attendance after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

DRILLS
Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

CONTINGENCIES
Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

RED CARD/GREEN CARD/MED CARD
After taking roll, the Red/Green/Med Card system is employed for attendance or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials section for examples.

POLICE LED
Evacuation after a Lockdown

POLICE LED EVACUATION
In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building after a Lockdown, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS
There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS
As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses, or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT
Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct, and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

EMOTIONAL RESPONSIBILITY
There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce the trauma that might be associated with a Police Led Evacuation.

PREPARATION
Student, teacher, and administrator training.

In the event of a police-led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

MEDIA MESSAGING
To the media/community after an event.

Example Situation: Violent Event

"On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process."

DISPATCH MESSAGING
To responding officers during an event.

Example Situation: Police Led Evacuation

"(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (timestamp)"

LAW ENFORCEMENT MESSAGING
To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

LAW ENFORCEMENT GUIDANCE
Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

CONTINGENCIES
Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may Hold in their classroom and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

TRANSPORTATION
During a police-led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.



SHELTER

State the Hazard and Safety Strategy.

SHELTER
STATE THE HAZARD AND SAFETY STRATEGY

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

PUBLIC ADDRESS

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter! For a hazard. Using safety strategy.

Shelter! For a hazard. Using safety strategy."

For a tornado, an example would be:

"Shelter for a tornado. Go to the tornado shelter.

Shelter for a tornado. Go to the tornado shelter."

After the danger has passed:

"Students and staff, the Shelter is released. All clear. Thank you for your assistance and patience during the Shelter."

HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE:

- Evacuate to Shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION

Identification and marking of facility Shelter areas.

DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (https://iloveuguys.org/The-Standard-Response-Protocol.html).

Emergency Specific Action Plans:
The following pages detail action plans for specific emergency scenarios.

Assault and Rape:
In the event there is an occurrence of rape and/or serious assault, school personnel should follow these procedures:
Medical Procedures

1. Render first aid to the victim.
2. Phone the police, 911.
3. Notify the school counselor or school social worker.
4. Check for:
    a. Emergency contact on file if victim is a student or staff member.
    c. Notify parent/guardian or spouse or individual on emergency information.
    d. If building has staff member with specific training in the area of rape relief, have them assist. Staff members are listed at the end of this section.
5. Notify the principal or administrator.
6. Notify the Superintendent.
7. Obtain as much information regarding the assailant and incident as possible.
8. Accompany the victim, if necessary, to the hospital or appropriate law enforcement center.

The heightened security plan will be put into place.

The Superintendent's Office will be the only source of information to the press.

Assault and Rape Personel:

Name	Title	Phone	Cell Number
Laura Zender	Counselor	934.2754 x3024	612.298.0686
Jody Fischenich	Nurse	934.2754 x3054	507.594.8539
Rachel Fitch	Nurse	934-4210 x1009	507-479-9316

Bombs and Bomb Threats:

Instructions for Receiver of a Call:

Schools have been primary "targets" of bomb threats particularly on a seasonal basis (Spring and Fall). However, there have also been documented cases where actual bombs have been found and/or detonated. Bomb threats should be taken seriously.

1. A person receiving a bomb threat should try to attract someone else's attention (without tipping off the call) in an attempt to have the call traced. (Note: office staff are most likely to receive such a call and should be familiar with the process for tracing a call).

2. Obtain as much information as possible, i.e., the time set for the explosion; the exact location of the bomb; the type of explosive device and what it looks like; and, why the bomb was placed in the school. Justify your request for more data by expressing a desire to save the lives of innocent people. Pay particular attention to any strange or unusual background noises and the voice of the caller.

3. Immediately notify the building administrators and the superintendent of schools. A decision will be made on whether or not to evacuate the building. It is not recommended that school evacuation be made in all cases, however, circumstances will vary in each incident.

4. On request of building administrators or superintendent, call police department (911).

Building Administrators or Designees' Responsibilities:

1. Check the receiver of the call for authenticity and other pertinent information.

2. Report to the emergency command center.

3. Call the police and/or sheriff's office, if not already done.

4. Evaluate the bomb threat and determine the course of action that will be taken from the emergency command center.
   a. Deploy search teams from the command center to search the outside and inside of the building.

   b. Alert all staff members to conduct a search of their classroom, office, or work area and report any unusual conditions.

5. Meet with law enforcement officials regarding search and further procedures.

6. Handle all inquiries from the news media.

7. Follow the administrative rules for bomb threat procedures.

Evacuating the Building:

1. If the building is to be evacuated in response to a bomb threat:

    a. Notify the police department immediately.

    b. Evacuate the building immediately with everyone going at least 500 feet from the building (175 paces). **School should not be canceled or students sent home.**

    c. Teachers will make a visual check of their classrooms, as they evacuate, reporting anything unusual to the police. **DO NOT TOUCH ANYTHING SUSPICIOUS.**

    d. Teachers, aides, nurses will be responsible for persons in rooms at time of evacuation.

    e. Teachers will take their class roll once evacuated. Teachers who do not have classes should make certain everyone is at least 500 feet from the building.

2. Building administrators or custodians make a visual check for persons still in the building.

3. Do not re-enter the building or an area of the building unless cleared by the police department. If requested by the police department, the head building supervisor, and a building designee, should conduct a visual search of the interior and exterior of the building.

4. If the evacuation is for the remainder of the school day, move students to a safe distance from the building. Activate a plan to move the students to a secure area. Students will be dismissed or transported home from this area.

5. Secure all doors.

6. If the building is NOT to be evacuated in response to a bomb threat, as a minimum, follow instruction II - IV. above.

Responsibilities of Faculty and Staff:

1. Make a visual check of classroom, offices, or work areas. Report anything unusual to the principal. **DO NOT TOUCH ANYTHING.**

2. If evacuation is necessary, follow the fire drill evacuation to at least 500 feet (175 paces) from the building.

3. Staff who have rooms that have outside doors should check to see that they are locked before evacuating the building.

4. Do not enter the building until told to do so by the building administrator or designee.

Individual Building Plan for South Elementary School:

1. The emergency command center will be the school office.

2. Secure all doors if the building is evacuated.

3. If students are to be evacuated for the remainder of the school day, follow these procedures:

   Move students away from the building. Gather in fire exit locations and accompany the students to the rally point. The rally point is located at the end of the playground sidewalk that runs along the chain-link fence, where it meets Washington Ave. Students will be dismissed or transported to units from the area. The building secretary will call Saint Peter Community Center and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

   Saint Peter Community Center: 934-0667
   Saints Bus Service: 934-4690

Child Abuse/Kidnapping:

Child Abuse:
Any staff member who suspects neglect, physical abuse, or sexual abuse is mandated to make an immediate report to the building administrator. The reporting staff member should gather the following information on the abused or neglected child:

1. The child's full name, date of birth, home address, phone, and parent's names.
2. Any person believed to be responsible for the abuse or neglect of the child.
3. The nature and extent of the abuse or neglect.
4. The name and address of the reporting party.

An oral report is to be made to the appropriate child protection agency after the information has been obtained. The oral report is then to be followed up by a detailed written report to the notified agency.

If the reporting staff member believes that the child is abandoned, subject to a real or imminent threat, or in need of medical attention, the building administrator should be called immediately. Officers can remove a child from a threatening environment to protect the child. If a police officer or child protection worker comes to the school to interview a child, the building administrator shall be notified. The building administrator will be given a written notice of the intent to interview a child at school.

School officials cannot disclose to the parents, legal custodian, guardian, or perpetrator, that a request to interview a child has been made until after the abuse or neglect investigation or assessment has been concluded.

Any staff member who makes a child abuse or neglect report in good faith is provided with civil and criminal immunity in accordance with the Maltreatment of Minors Reporting Act. Additionally, the identity of the reporter is protected except in very limited circumstances.

Kidnapping:

1. Following are some preventative activities which may help avoid Kidnapping situations:
2. School secretary should have at her desk a list of students who are not to be released to anyone except a particular parent or guardian.
3. Emergency cards of such students should be tagged.
4. Before releasing a child to anyone except the parent or guardian on the list,school secretary should check with the custodial parent and/or guardian for approval; a record of the time and date of phone approval should be made and kept.
5. When parent telephones a request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.
6. All visitors should be asked to sign in at the building administrator's office and follow building procedures for visitors.

In the event of a Kidnapping:

1. Phone the police: 911.
2. Contact the building principal/program supervisor.
3. Phone the parent/guardian.
4. Phone the Superintendent.
5. Do not release any information to the press. Refer requests for information to the Superintendent's Office.

Civil Defense Alert:

School Personnel

A. Students will be sent home when official Civil Defense Public Information indicates there is sufficient time to arrive home before dangerous conditions develop. (See "Emergency School Closing" for procedures.)
   1. Information will be released by the Superintendent or designated official to all communications media.
   2. Local broadcast stations (EBS) will transmit emergency public information.

B. If, in the opinion of the Superintendent, there is not sufficient time to transport the students home, the building principals/program supervisors will be so instructed.

C. If schools are not in session during a Civil Defense alert due to deterioration of international affairs, every effort will be made to close schools until safety is assured by the emergency broadcast network.

Members of the Public

In the event of a Civil Defense alert, members of the public may come into the school buildings for shelter.

Best Place of Protection

The staff should guide the students and members of the public to underground areas or to interior hallways on lowest floors. If hallways are crowded, use interior rooms. As a last resort, use area of classrooms farthest from the windows.

Method of Communications

Method of communications to the occupants of the building will be by public address system or by courier appointed by the principal/program supervisor. The principal/program supervisor will be in charge of each building. The principals/program supervisors will receive their instructions via the emergency broadcast network and/or from the Superintendent's Office via the Director of Maintenance. The district office shall communicate to each building by telephone or by an appointed courier.

Telephones are not to be used except by permission of the Principals, Program supervisors, Superintendent or Director of Maintenance.

South Elementary CIVIL DEFENSE PLAN:

School Personnel

A. Students will be sent home when official Civil Defense Public Information indicates there is sufficient time to arrive home before dangerous conditions develop. (See "Emergency School Closing" for procedures.)
   1. Information will be released by the Superintendent or designated official to all communications media.

2. Local broadcast stations (EBS) will transmit emergency public information.

B. If, in the opinion of the Superintendent, there is not sufficient time to transport the students home, the building principal/program supervisor will be so instructed.

C. If schools are not in session during a Civil Defense alert due to deterioration of international affairs, every effort will be made to close schools until safety is assured by the emergency broadcast network.

Best Place of Protection

The staff should guide the students and members of the public to underground areas or to interior hallways on the lowest floors. If hallways are crowded, use interior rooms. As a last resort, use the area of classrooms farthest from the windows.

Method of Communications

Method of communications to the occupants of the building will be by public address system or by courier appointed by the principal/program supervisor. The principal/program supervisor will be in charge of each building. The principals/program supervisors will receive their instruction via the emergency broadcast network and/or from the Superintendent's Office via the Director of Maintenance. The district office shall communicate to each building by telephone or by an appointed courier. Telephones are not to be used except by permission of the Principals, Program Supervisors, Superintendent or Director of Maintenance.

Plan for Use of School Facilities for Shelter:

If the area is suffering from a disaster, the use of the school facility will be a part of the overall community plan to utilize community resources, and is a part of the school plan approved by the board.

1. The use of the school facilities as shelter will be reserved for the students of the district. However, in the event that the students do not need the school shelter it will be made available to the community.
2. During a declared or undeclared emergency, the school facilities are available for civil defense activities if it is deemed necessary by the Civil Defense Director.
3. If the school is used as a fallout shelter for the school children, members of the staff are in charge as shelter managers.

Fire:

Fire Alarm Operation:

When the fire system panel sounds:

1. Security Attendant has 15 seconds to acknowledge the fire alarm on the panel.
   i. At the panel: Turn the Key ON.
   ii. Press the Ack/Stop Button

If the Security Attendant does not acknowledge the alarm within 15 seconds, the fire alarm will automatically sound throughout the building alerting occupants to evacuate.

2. Use the 2-way radio to contact the custodian
    i. Read the location of the alarm on the Fire Panel Screen to the custodian.

The Custodian has 3 minutes to determine whether the alarm is actual or false before the general alarm will sound throughout the building.

3. If the custodian reports, there is a fire
    i. Pull the Fire Alarm and EXIT the building.

4. If the custodians determine it is a false alarm:
    i. Press the RESET button on the Alarm panel.
    ii. Call Alarm Monitoring Service central reporting station at 1-507-345-4185
    iii. Identify yourself by name, school location and inform them of your account number 4681
    iv. Identify your PASSWORD: 4681. (yes, same as the account #)
    v. Ask them to put the system on test for 30 minutes.

If the custodian does not report back within the 3 minutes, the alarm will automatically sound throughout the building alerting occupants to evacuate. Also, if within the 3 minutes, and a second detection device activates, the alarm will automatically sound throughout the building alerting occupants to evacuate.

5. When the custodian reports he has repaired or replaced the faulty detector as necessary RESET the system.
    i. Press the Reset button on the alarm panel
    ii. Turn the key OFF.

End of Event

1. If the fire alarm sounds:

    a. Evacuate the building to at least one hundred feet following the specific exit directions listed.
    b. School officials will make an immediate determination of the location of the fire or hazardous condition. Upon determination, immediate contact is made with the office and the elementary principal using appropriate communications.
    c. The secretary or designee will contact St. Peter Police Department to confirm the situation.
    d. The Principal will report to the office. The Principal or designee will establish formal communication with the police and fire department. Secretaries will call bus service if necessary.

f. Students and staff are not to return to the building until notified by a Principal or Principal's designee.

2. All teachers are requested to make themselves familiar with the following rules and regulations and explain them thoroughly to the pupils of their respective rooms immediately so that fire drills may be successfully begun after the first week of school. Please discuss this with students.

a. **Any teacher or pupil who observes any indication of fire will immediately pull the switch in one of the stations located in the corridor.**

b. The Emergency Evacuation Plan will be followed for vacating the building. The school secretary will call the St. Peter Police Department in the event of an actual fire situation.

c. Teachers are requested to impress upon all pupils that fire drills are very serious matters and should not be treated lightly.

d. Each teacher should make it a point to become familiar with the alarm stations and their locations, and the location of fire extinguishers.

e. In case of actual fire during inclement weather, students will be evacuated to Saint Peter Community Center

Emergency Evacuation Plan:

1. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all pupils have left the room. If there is time, close the door and bring your record book with you.

2. As soon as the alarm is sounded, pupils will rise and pass in a rapid, orderly manner from the room by the exit used for regular dismissal.

Pupils should pass from the room in single file and the pupils from an individual room should remain in single file until out of the building. Under no circumstances should pupils be allowed to move faster than a rapid walk. There should be no talking after the alarm is sounded and until pupils are clear of the building. Noise leads to confusion and encourages panic. Also, with much noise, emergency instructions or changes in regular procedure cannot be heard. The first two students to arrive at any exit should hold the doors open until teachers arrive to relieve them.

3. Pupils will not take their coats or books with them.

4. As soon as all pupils have left the building, the teachers will take their positions at the exit from which the pupils have left and under no circumstances allow any of them to pass back into the building until the outside bell has sounded.

5. Teachers will direct pupils to march away from the building to the parking lots. The space near the building should be absolutely clear. Pupils should return to the building after a drill by the same route that they left the building. There are to be no students in the streets.

6. Evacuation routes are posted in each room and should be visible upon exiting the room.

The following staff will be responsible for ensuring students are out of designated lavatories:

- Bathroom 1: Struckman
- Bathroom 2: Abel
- Bathroom 3: Rouillard
- Art Room: Nyhammer
- STEAM Room: Schweigert
- Downstairs Bathroom: Woods
- Health Office Bathroom: Nurse/Health Assistant

Natural Disaster/School Disaster Procedures

A. Tornadoes
   1. Public warning signal - 5 minute steady blast on Civil Defense siren and repeated if necessary.
      a. Tune in radio to local commercial broadcast station.
      b. Tornado warning alert will be disseminated to other schools from high school warning point.
      c. Elementary Administration will disseminate warning to remaining schools in District.

B. Severe Thunderstorms

   1. Public warning signal (radio or TV) no siren sounded unless danger or tornado.

   2. Warn students before the spring tornado season, regarding:
      a. Low areas where flooding might occur.
      b. Loose or downed electrical wires.
      c. Danger from lightning.

   3. If storm occurs at dismissal time, it might be desirable to retain students until danger has passed.

C. Epidemics

1. The County Health Department is responsible for all rules governing the control of communicable diseases.
2. At the first sign of contagion in epidemic proportions:
   a. Call the County Health Department.
   b. The Health Department will take necessary action.
3. Pandemic Influenza preparedness plan is available in the emergency tool kit.

D. Electric Power Failure

During school hours - call St. Peter Public Utilities-telephone number 507.934.4840.

E. Top Priority Gas Line Break

1. During school hours:
   a. Clear the immediate area-evacuate building if necessary, call the bus service and transport students to Saint Peter Community Center
   b. Call CenterPoint Energy - telephone number 1.612.321.5050.
   c. Call Fire Department - if necessary - telephone number 507.931.1110.
   d. Notify Principal's office.
   e. Call custodial Nathan Hughes 507.351.9699
2. After school hours:
   a. Call St. Peter Public Utilities: 507.934.4840.
   b. Call building and grounds supervisor, Seth Putz 218.434.1149
   c. If flooding occurs and pumps are needed, call City Engineering Department: 507.934.4840 or
   d. Civil Defense Director: 507.931.6800 or
   e. Sheriff's Office: 507.931-1570.

F. Water Main Break

1. During school hours:
   a. Call St. Peter Public Utilities: 507.934.4840.
   b. Call custodial Nathan Hughes 507.351.9699
   c. If flooding occurs and pump is needed, call City Engineering Department: 507.934.4840 or
   d. Civil Defense Director - 507.931.6800 ext. 250.

2. After school hours:
   a. Call St. Peter Public Utilities: 507.934.4840.
   b. Call building and grounds supervisor, Seth Putz 218.434.1149
   c. If flooding occurs and pumps are needed, call City Engineering Department - 507.934.4840 or

d. Civil Defense Director: 507.931.6800 extension 250 or
e. Sheriff's Office: 507.931.1570.

G. Blizzards

1. Awareness
   a. The approaching winter storm or blizzard conditions will be announced by radio/TV.
   b. The District Office will advise principals and the transportation department of possible early closure or cancellation of late buses and/or extracurricular buses.
   c. Early dismissal of special education transportation out of the district will depend on decisions of local school district to which student has been transported.

2. Action
   a. Transportation will be notified by the Superintendent to prepare for optional service or for cancellation of service.

   b. Principals/Program Supervisors will be notified by the Superintendent of the decision relative to transportation.

   c. At time of dismissal, students should be advised by school staff to:
      - Go directly home.
      - Dress properly for the weather
      - Be aware of low visibility and that it may be difficult to see or be seen.

   d. If school buses cannot transport students to their homes, the students will be held in classrooms until each student identifies where they will be going at the dismissal of school.

   e. Should a winter storm be too severe to release students, the school staff should be prepared to supervise until released. Also, should it be necessary, the school kitchens will be opened to provide food for students and staff.

3. Closing of Schools
   a. Determined by the Superintendent of Schools.
   b. In absence of Superintendent, the decision will be made by:
      Darin Doherty - North Intermediate Principal

   c. Notice will be given by Thrillshare communication system when schools are not in session or upon an emergency closing.

D. Flooding

1. In the event of flooding, the Superintendent of Schools will make the decision to close the schools. Parents and community members will be notified of the dismissal/evacuation or closing via Thrillshare, radio or TV.
2. If schools are evacuated, the Director of Transportation will develop alternative bus routes depending on the severity and extent of flooding.
3. The Principals and Program Supervisors of each building will establish routes to be taken for students who are walking.
4. School personnel shall supervise walkers as needed.

Disturbances or Demonstration Procedures:

The prevention of possible disturbances should be the prime concern of the entire community. Sound and relevant educational programs and open lines of communication with students, staff, parents and community are important.

The following procedures should be considered only in case of extreme emergencies. The administration staff should assess the situation to determine its seriousness and its effect on the safety of students and staff before taking any action.

A. Procedure (after determination that a situation is threatening to the safety of students and staff).
   a. Principal, or designee, is in complete charge of building and facility. (A predesignated chain of command should be established in case of absence of the Principal from the building).
   b. Put into effect the prearranged individual building emergency plan.
   c. Notify the Superintendent of Schools.
   d. Notify all schools in area of possible disturbances.
   e. Student relations:
      i. Keep student informed of situation through normal channels of communications.
      ii. Conference with student representation of all groups representing all points of view in order to dispel rumors, calm fears, and provide as near normal operation as possible.
      iii. Normal classroom operation should be maintained as much as possible and all students encouraged to stay in classrooms.
         1. No students should be physically restrained from leaving the
         2. If disturbance is outside of building, students should be kept away from windows.
         3. Students should be advised of the threat to their welfare that may be occasioned by leaving the building.
         4. No students, or student group, should be utilized in calming any disturbance that might place them in a situation where physical harm might occur or that would jeopardize their normal relationship with their fellow students.

B. Staff relations:

a. Faculty
    i. Keep faculty informed of the situation, using all available means of communication.

    ii. All faculty should record events that occur in their vicinity with names, times, and place of events, and action taken.
    iii. All faculty can have a calming effect by their judgment and sound action will minimize the disturbance. Individual fear or emotion must be controlled and not communicated to students.
b. Administrative staff - Responsible to building. Responsible for performance of assigned duties.
c. Custodial staff
    i. Responsible to building Principal for assigned duties.
    ii. Responsible for physical plant; i.e., utilities, fire alarm center, etc.
    iii. Security of all entrances.
d. Clerical Staff
    i. Safety of essential records without jeopardy to their own physical well being
    ii. Keep switchboard clear for emergency calls.
e. Auxiliary staff - All aides remain at their assigned duties unless specifically assigned other duties by the administration staff.

C. Police Relations
a. The Principal of the building should alert the police for possible action.
b. The use of uniformed police in any crisis situation must be handled with extreme care. Principal should designate an entrance and room where uniformed police may enter and remain there until called for duty.

D. Community Relations:
a. Parents
    i. Keep parents fully informed of situation in schools by all possible means of communication.
    ii. Organize a parental group that would voluntarily participate in attempts calm disturbances in schools.
    iii. A telephone chain should be established for speedy utilization of parents.
b. Community organization and leaders.
    i. Establish relations with organizations in the community and recognize community leaders so that they might be a source for assistance in calming potentially dangerous situations.

E. News Media Relations
a. Assign a staff person the specific responsibility for dealing with all news media.
b. Provide a room for press conferences.
c. Keep news media informed of all decisions.

d. Insist that news media keep cameras out of the building or that they be brought to the press room.

F. Closing of Schools
   a. Only the Superintendent of Schools, or the Superintendent's designee, can legally authorize the closing of schools.
   b. If the decision to close schools is made:
      i. Parents will be informed as quickly as possibly through Thrillshare and, radio/television.
      ii. Students and staff will be informed.
      iii. Staff will supervise dismissal
      iv. Bus transportation will be arranged
      v. Neighboring schools should be informed

South Elementary Evacuation Plan for Disabled Students:

The following procedure is to be used during an emergency drill when a wheelchair student is in your classroom.

Drill Procedures:

1. Teachers are to accompany the wheelchair student to the nearest stairway or exit. Remain with the student at the head of the stairs.
2. Direct your other students to proceed to appropriate fire exit or tornado shelter with an adjacent teacher.
3. Do not use elevators

Emergency Evacuation Procedures:

1. Assigned teacher(s) will direct the following procedures:
   a. Secure breaks on the wheelchair
   b. Remove restraints (seat belts, trays, foot straps
   c. Lift the wheelchair footrests
2. The method used to transfer students covered under this policy will vary with each student. At the training session for the evacuation plan, the assigned teachers will be instructed in the proper method of transfer. A written description of this policy will then be attached to the student's IEP.
3. Once on the second floor of the building, place the student in a wheelchair (stored in the Nurse's office).
4. The student will be taken directly to an unlocked vehicle via a wing of the building deemed safe to enter by the fire department. This precaution is to limit outside exposure and lessen the chance of illness.

After meeting with administrators and the fire chief, it was agreed that students with physical disabilities will not be evacuated during a practice or scheduled drill. This is done to prevent possible injury to students.

Each student has an individual evacuation policy attached to his/her IEP.

Students who can walk unassisted are accompanied by the teacher whose class they are in at the time. Students unable to evacuate themselves will have assistance. Stairways are designated on each floor where students are to assemble for an evacuation. A team of teachers will also meet there to assist.

Medical Emergencies - Initiating the Medical Emergency Response Team

Each school facility has a medical response team to provide assistance in medical emergencies until emergency responders arrive. Medical response teams are trained in First Aid, CPR, and the use of AEDs.

Team Composition:

Team size may vary depending on the size of the building. It is, however, recommended that the First Response Team have a minimum of 5 members, including the School Nurse and Health Para. Suggested members of the team could include the secretary, administrator, teacher and para.

Training Meetings:

At least four members will be required to maintain current certification in CPR. This yearly renewal would be paid by the District. Team members will be required to attend an annual meeting for situational practices and review. In addition, there should be one emergency simulation per year to evaluate the team's response.

General Guidelines:

1. School Nurse or Health Para is called to area where help is needed.
2. School Nurse or Health Para will survey scene and notify secretary that the First Response Team is needed at a specific location.
3. Secretary will make an all-call using the building PA system requesting the First Response Team report to a specific area. "Medical Emergency Team please report to ____" x2
4. The secretary will call 911 if so directed by the school nurse or incident coordinator
5. Team members will be assigned specific duties by the school nurse or incident coordinator.
6. One team member will report directly to the health office to cover during the absence of the school nurse and health para. This person will become aware of where supplies are kept that may be needed at the emergency site.

Secretary Duties:

1. Activate the First Response Team when directed to.
2. If told to call 911, be specific regarding type of emergency and the location. Let them know that someone will be at the front door to meet them.
3. Call the School Nurse if not in the building: Rachel Fitch 934-2754 Ext. 1009 or 507-479-9316 (cell) Angela Bruns 934-2754 Ext. 5021
4. Call parents and alert to situation and whether 911 has been called or not. Find out which hospital and if they will be meeting the ambulance there.
5. Make 2 copies of emergency card.

Medical Emergencies General:

ALWAYS REMEMBER "KEEP CALM"
"SURVEY THE SCENE FOR SAFETY"
"USE UNIVERSAL PRECAUTIONS"

UNIVERSAL PRECAUTIONS IS THE TREATMENT OF ALL BLOOD AND BODY FLUIDS AS IF THEY WERE INFECTED WITH A BLOODBORNE DISEASE.

1. Wear latex or vinyl gloves.
2. After giving care, do not touch your mouth, nose or eyes, or eat or drink until you have thoroughly washed your hands.

FIRST AID GUIDELINES

PROCEDURES FOR MEDICAL EMERGENCY

1. Do a primary survey of the scene and person. Look for a medical alert bracelet or necklace.
2. Check airway, breathing, and circulation-ABCs. Begin CPR if indicated.
3. Check for bleeding, start first aid.
4. DO NOT leave injured person unattended.
5. Determine the need for immediate medical attention and CALL 911. If during the school day, initiate FIRST RESPONSE TEAM.
6. DO NOT move the injured person, always suspect head/neck trauma.
7. Keep person warm, cover with a blanket.
8. DO NOT give liquids to an unconscious person.
9. Be supportive.
10. Keep crowd away, have others help.
11. Notify the school health office of an injury to any student, staff, or visitor on school grounds as soon as possible.

Medical Emergencies - Specific Scenarios

URGENT CARE DIRECTIONS

Look for a "Medical Alert" bracelet or necklace which will contain specific information pertaining to the individual.

A. Emergency care for serious accident and/or illness.
    a. Render immediate first aid care.
    b. Do not move a seriously injured person unless it is necessary for safety reasons.
    c. Obtain help from school nurse or principal if on duty.

d. Call for medical assistance if needed - dial 911.

NOTE: If injury or illness appears to be serious, call 911 and do not be concerned about protocol of contacting parents until after emergency care has arrived or even until person has been transported to a trauma center.

e. Notify parent or guardian, if possible.
f. If emergency vehicles are called, report the incident to the Superintendent of Schools in the District Office no later than the next school day.

B. Bee Sting
   a. Determine if person has a history of bee sting allergy.
   b. Remove the stinger from bee sting site. Apply ice.
   c. Contact nurse, principal, or parents as quickly as possible to determine if person is allergic to bee stings.
   d. If person is allergic, follow instructions of nurse, principal or parent.
   e. Give antidote injection if person has such equipment with them.
   f. If advice is not available, CALL 911 for help.
   g. Speed of action may be crucial for certain purposes.

NOTE: Do not wait for a "convenient" time to deal with a bee sting. Immediate action is required if a student is stung while in a vehicle. Call for help on the radio and follow instructions as to when and where to meet an emergency vehicle for assistance. Other passengers will have to wait until the emergency has been resolved.

C. Bleeding
   a. Follow blood borne pathogens protocol.
   b. Gently blot the wound to inspect for debris. If bleeding is severe, apply pressure on the wound. Apply a dry cold pack to the area around the wound.
   c. Continue pressure until bleeding stops. Elevate wound above level of heart to help reduce bleeding. Treat for shock.
   d. Get medical care for bleeding which cannot be controlled.

D. Cessation of Breathing/Choking Incidents: If victim can cough, speak and breathe, do not interfere. If the victim cannot speak or cough, uses the distress signal, or appears cyanotic (blue) from poor air exchange, proceed with the following:
   a. Stand behind victim with one foot beside the victim to support him/her.
   b. Wrap your arms around victim's waist.
   c. Make a fist, place the thumb side of your fist against the victim's abdomen, slightly above the navel and below the ziphoid (breastbone).
   d. Grasp your fist with the other hand. Press your fist into the victim's abdomen, with a quick inward and upward thrust.
   e. Repeat this action until the obstruction is cleared or victim becomes unconscious, lie on back, continue to attempt to clear airway with abdominal thrusts. Call 911.

f. Once the airway is open, if the unconscious patient is not breathing, begin rescue breathing. Begin CPR if pulse is absent.

E. Convulsions/Epileptic Seizures
   a. Protect victim from injury but do not restrain. Support and protect the patient's head, being careful not to be hit or kicked. Following the seizure or if the patient vomits, turn their entire body onto their side. Do not force a blunt object between the victim's teeth. Do not give fluids. If breathing stops, give artificial respiration if trained in these techniques.
   b. Try to time how long the seizure lasts. If it lasts five minutes without stopping call 911.

F. Drowning
   a. Call 911. Inform 911 operator that a drowning has occurred at the School Pool.Instruct them to send emergency personnel to the southeast pool entrance off of Lincoln Drive.
   b. Send a responsible student to the nurse's office for assistance. Administer
   c. appropriate first aid and/or CPR. First aid kits are located in the nurse's office.
   d. Send a responsible student to meet the emergency personnel at the designated entrance to the building.
   e. Notify school principal as to the seriousness of the accident. The principal will notify the Superintendent of Schools.

G. Eye Injuries
   a. Chemical Burns
      i. Flush the eye with a gentle stream of lukewarm water while holding the eye open. If only one eye is affected, turn the head so the injured eye is down. If both eyes are affected, tilt the head back and pour water onto the bridge of the nose. Flushing should continue at least 20 minutes. For acid/alkali burns, it may be necessary to remove jewelry and clothing which may be contaminated by the runoff. Ears may also become contaminated. Contact an optometrist or opthamologist and have the eyes examined.
   b. Penetrating Injuries of the Eye:
      i. Do not remove the object or wash the eye. Cover both eyes loosely. Stabilize the object. Keep the victim quiet on his/her back.

H. Insulin Reactions
   (NOTE: A student will not have a reaction if not on insulin therapy).
   a. Insulin Reactions occur when the blood sugar level is too low. Insulin and exercise lower blood sugar. Food raises blood sugar. Good control requires that these three factors be balanced. Insulin reactions occur because of:
   b. Strenuous exercise not covered by extra food or reduced insulin.
   c. Too much insulin.
   d. Symptoms - Watch for any of these sudden changes:

Pallor	Irritability	Crying Confusion	Excessive Perspiration Inappropriate

Hunger Headache Dizziness Inattentiveness	Blurred Vision Responses Inability to Concentrate	Drowsiness Trembling Nausea	Lack of Coordination

*If the reaction is not treated, unconsciousness or convulsions may follow.

Symptoms may vary, or may be absent. When in doubt, treat.

e. Treatment-At first sign of any of the above symptoms, the child with diabetes must be treated at once.
   i. Give some form of sugar immediately. This can be 2 large sugar cubes; fruit juice (1/2 cup); pop (1/2 cup-not diet); candy (equivalent to 6-7 lifesavers); commercial products such as Glucose or Glucose tablets. The child may need coaxing to eat.
   ii. The child should improve within 10-15 minutes. Then give him/her additional food and have him/her resume normal school activities.
   iii. If the child does not improve, repeat the treatment. If there is still no improvement, call the parents for additional instructions. NOTE: Do not give liquids if unconscious. Do not send the child to the nurse's office or away from the classroom alone.

I. (Suspected) Neck or Spinal Cord Injury
   a. Contact the school nurse
   b. Maintain open airway.
   c. Do not move victim.
   d. Do not transport victim.
   e. Call 911.

J. Poisoning/Food Poisoning
   a. Identify poison.
   b. Call poison control at 1-800-764-7661. Follow instructions.
   c. If doctor is required, take poison and container to doctor with victim.

K. Food Poisoning:
   a. Administer first aid, as needed.
   b. Notify School Nurse
   c. Call 911 or make appropriate medical referral.
   d. Call parent or guardian.
   e. Notify Nutrition Service Department.
   f. Building Administrator and staff will follow directives of medical authorities.

L. Shock
   a. Watch for cold, clammy skin, pale, bluish face, profuse sweating, weak, rapid pulse.
   b. Have person lie down.
   c. Maintain body temperature.
   d. Cover only enough to keep victim from losing body heat.
   e. Reassure and calm the victim

.

STAFF OR STUDENTS EXPERIENCING ANY OF THESE MEDICAL EMERGENCIES SHOULD BE EVALUATED FURTHER FOR MEDICAL CARE. THE EMERGENCY MEDICAL SERVICE, 911, SHOULD BE CALLED. NOTIFY PARENT/GUARDIAN OF THE STUDENT, OR NEXT OF KIN OF A STAFF MEMBER.

Hazardous Materials Emergency:

Asbestos Hazard

All inquiries should be directed to the District's designated person, the Director of Maintenance.

1. Asbestos Records - Each building has a file located in the office which contains all information relating to asbestos.

2. Yellow Asbestos Warning Sign - The presence of a yellow asbestos warning sign indicates a danger area which should not be entered without instructions and/or consent of the District's designated person noted above.

3. Friable Asbestos - Friable asbestos is evident when the asbestos is falling or appearing in a powder form. It is also friable when the material can be easily crumbled between a finger and thumb. When it appears that there is open friable asbestos, contact the designated person noted above.

4. Demolition of any Building or Part Thereof - Prior to any demolition of any building or portion of a building, the designated person noted above must be contacted to determine if there is any building material which contains asbestos.

5. Major Asbestos Incident - A major asbestos incident occurs whenever there is eminent exposure or removal of asbestos. Should such an incident occur, the designated person noted above shall be in charge of the project. The designated person shall have the authority to close the area and/or bundling to all public and employees until such time that air testing indicates the area may be safely entered.

6. Contact with the Media - In the unlikely event of any publicity regarding asbestos in the schools, response from and on behalf of the District shall be through the designated person noted above.

Other Hazardous Materials

1. Evacuate the area if indoors. In the event of an outdoor occurrence (i.e. overturned tanker, train derailment, chemical fire, broken fuel line), leave students in school, keep all doors and windows closed and turn off outdoor ventilation unit, unless otherwise instructed.

2. If burns or blisters are encountered during hazardous material contact:

a. Have someone call for ambulance - 911.
b. For chemical burns to skin or eyes, flush burn with large amounts of water (15 to 20 min).
c. If only one eye has been affected, flush from the nose outward to prevent contaminating the other eye.
d. Have victim take off any contaminated clothing.
e. Apply sterile dressing.
f. If extensive, have victim lie down with legs elevated EXCEPT FOR FACIAL BURNS.
g. For extensive facial burns, sit or prop victim up. Observe for breathing difficulty.
h. Do not immerse or apply ice water. Apply cold pack to hands, face or feet if necessary.
i. Bandage loosely with dry, clean dressing.
j. Don't put ointment or pressure on burn.
k. Don't break blisters or remove pieces of cloth stuck to burn.

3. Call Director of Maintenance Seth Putz
934-4210 218.434.1149

School Bus Accidents:

In the event of any vehicle accident, the following steps must be taken by the driver:

1. Stop immediately to investigate.
2. If necessary, evacuate the school bus to at least 100 feet and administer appropriate first aid.
   a. Inform the students that they need to evacuate the bus from the emergency exits.
   b. Remind the students to stay calm, and evacuate seat by seat, alternating sides.
   c. Remind the students to leave books and other articles in the bus; their safety is much more important.
3. Select a responsible person to call 911 from a nearby phone. Advise 911 operator of any injuries and location.
4. Protect the scene of the accident and passengers by having someone direct traffic ad set up flares of flags.
5. As soon as convenient, call Director of Transportation and report that there has been an accident and briefly describe the scene. The bus dispatcher will call the business office.
6. Insurance Information:
   Police Officer's Name — Police Officer's Badge Number
   Police Report Number — Police Department(s) Involved
   From each party involved, obtain:
   Driver's Name — Driver's Address
   Driver's Phone Number — Insurance Company, Agent and phone

7. If it is known that a student receives an injury while on the bus or while getting on or off the bus, the following criteria shall be followed as to parental notification:

a. If the possibilities of injury or actual injuries occur needing medical attention and/or hospitalization, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.
b. If an accident occurs where there are no injuries, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.

8. If a school bus is involved in an accident, students will, if necessary, be taken to the doctor or hospital for diagnosis and/or treatment at the discretion of emergency personnel called to the scene.
9. Under the No Fault Insurance Law, all medical bills for students injured on the school bus are to be sent to the parent's automobile insurance company for payment. The parent's automobile insurance company is primarily responsible for medical payment in the event of injury in a motor vehicle.

PLEASE NOTE: It is important that we show courtesy and concern to all those individuals involved in an accident. It is inappropriate to discuss who may or may not be at fault. These matters are to be determined by the appropriate authorities.

Crisis Situations (Death/Terminal Illness)

Philosophical Statement:

The St. Peter Middle School Plan of Action for Crisis Situations is intended as means to help meet, deter and/or prevent crisis situations which limit students' opportunities for learning. The plan is also designed to help address the psychological and emotional needs of students and staff, specifically during times of crisis. We will generally interpret crisis to mean:

1. Death of a student
2. Death of student's parent or sibling
3. Death of a school district employee
4. Suicide
5. A terminal illness which affects any student or employee
6. Any other tragedy of local concern/importance

By addressing the above situations we hope to assist, as best we can, our students and staff in coping with the tragedy productively by using a basic plan of action.

Crisis Team

TITLE:	NAME:	PHONE:	CELLPHONE:
Principal	Jon Graff	934-2754	320.496.7038
Counselor	Laura Zender	934-2754 x3024	612.298.0686
District Nurse	Rachel Fitch	934-2754	507-479-9316
School Nurse	Jody Fischenich	934-2754 x3054	507.594.8539

Emergency Response Plan:

1. Any district employee who has knowledge of a perceived crisis should contact the principal or designee. The principal should verify the situation and then call the Crisis Team to meet in the principal's office to identify the procedure to be followed and prepare a statement to be read by classroom teachers if necessary. The team will also decide the manner in which the deceased's personal belongings will be cared for.

2. The school staff, including non-certified members, could meet prior to contact with students. At that meeting they will be informed of the crisis and given all pertinent information. Staff will be notified of the meeting via the attached chart. In the event a crisis occurs during the school day, the Crisis Team will be assembled as soon as possible. Information will be communicated to each teacher as necessary.

3. Any statements to the press will be handled by the principal or designee. The secretarial staff will be made aware of who is in charge and will review procedures for handling requests or calls from parents, news media, etc.

4. Under most circumstances no large group assemblies will be held to inform students of the incident. Rather, students will be informed by their classroom teacher. A written statement to be read to each classroom may be made available at the staff meeting. The Crisis Team will decide which grade levels will be notified. Teachers are encouraged to handle all expressions of grief in their class to the extent that they are comfortable. Discussion in the classroom should not "glorify: the situation, but be serious, frank and supportive. Facts should be stressed to diminish rumor and sensationalism. Classes will be run as routine as possible, however, teachers will be alert to identify "high risk" students. Teachers will be aware that the Crisis Team members are available to students and may allow students to leave class to access them. If death was by suicide, teachers should emphasize this tragedy as an error in judgment, and was a permanent solution to a temporary problem. Encourage students to talk about ways to cope with stress, including the stress of this event.

5. School social worker may be made available to an entire class if a student from that class is directly affected or if otherwise deemed necessary.

6. If necessary, at the close of the school day, staff members could meet to assess the situation, make plans for the next day, and identify high risk students to the Crisis Team. At this time outside student referrals and parent contacts will be reviewed.

7. As additional information becomes available, the Crisis Team will decide how it should be disseminated and by whom. One member of the Crisis Team will be responsible for gathering funeral arrangement information and for preparing details for student and faculty attendance at the visitation and funeral. Students are not encouraged to leave school to attend the funeral in the event of a suicide.

8. The Crisis Team may decide if outside professional help, such as Klein Funeral Home, The St. Peter Ministerial Association, Sioux Trails Mental Health Center, the St. Peter Clinic, and Nicollet County Social Services, is needed. The roles of these outside specialists may include:

A. Co-facilitators in student support situations
B. Expertise and assessment
C. Visiting classrooms of affected students
D. Support for teachers/staff
E. Referral for highly distressed individuals

9. The principal and a staff member who has been well acquainted with the student should make contact with parents, when appropriate, to express the school's condolence. Visiting the family is encouraged.

10. On the day following the funeral, the Crisis Team may prepare a statement to be read by teachers to their classroom. This statement should express the support students and faculty have shown to each other and remind students that support staff remain available. After this statement, teachers should move towards closure while still allowing expressions of grief. Concern for high risk students should be reported to the support staff.

11. A faculty meeting may be held one week later to discuss the interventions which took place and to give the staff a time to reflect, offer support to each other, and offer suggestions to the Crisis Team.

12. The Crisis Team will carefully review all memorial requests made at school for the deceased.

Practices to Consider for Death by Suicide:

1. Reduce guilt of survivors
2. Increase psychological distance between survivors and victims to prevent modeling of victim's behavior
3. Consult with media to down-play glamorization
4. Consult funeral directors
5. Avoid excess attention given to victim, e.g., dedication of yearbook or newspapers, large assemblies, in-school memorial service, canceling school, etc.
6. Establish appropriate support groups to deal with grief issues.

Events of Crisis on School Premises:

1. Call 911 for emergency help
2. Isolate the area
3. The principal or designee will contact the proper authorities (sheriff, police, etc.)
4. Notify the parents
5. Prepare fact sheet for staff and disperse at the appropriate time
6. Make students aware of the facts judged to be appropriate

I. INTRODUCTION

When a young person commits suicide, or suffers any kind of tragic death, the principal of a school is confronted immediately with serious problems; verifying what happened, containing the information, protecting the privacy of the family, helping students cope with the death, communicating beyond the school, bringing the resources of the community to bear on the problem, dealing with parents, and minimizing the possibility that other students may imitate the behavior and take their own lives. The first 48 hours are crucial.

II. SUGGESTED PROCEDURES

A. Building Administrator to establish crisis team.

1. Principal-Committee Chair
2. Administrators
3. Social Worker
4. School Nurse
5. Significant teacher and/or staff
6. Psychologist
7. Superintendent-District Spokesperson

B. Steps to follow:

1. Team meets at earliest convenience to develop plan of action. Plan may include:
2. Protect privacy of family
3. Verify the death
4. Notify Superintendent (spokesperson)
5. Announce the death to students and staff
6. Make counselors available to students and provide rooms for students to meet in small groups
7. Contact community resources
8. Hold faculty meeting and identify students about whom faculty are concerned
9. NEXT DAY:Hold small group meetings with students - announce funeral arrangements

III. DETAILED EXPLANATION OF FIRST 48 HOURS (a - h above)

A. Protect privacy of family

a. Contain the story and protect the privacy of the family. If the story is true, the family of the student has experienced a terrible loss. Respect for their privacy is important. Make up your mind right then not to refer to the death as a "suicide" and move to contain the story until it has been verified

b. Direct the student who brings you the message not to repeat it to anyone. Explain that the information has not been verified. Even if it is correct, explain that it is important that the

announcement comes from the principal in an appropriate and official manner. This will help to relieve undue distress.

c. Instruct the secretaries and others in the office not to repeat anything that has been said or to give out any information until you have verified the report. Say, "I need your help. We must not allow news of this incident to get out of hand, and we must not use the word "suicide" in
d. any conversation. We must protect the privacy of the family. If this has occurred, the family has suffered a terrible loss. Our first concern must must be to do nothing that will be disturbing to the family."
e. Emphasize the Right to Privacy: Your initial response should be designed to protect the privacy of the family. If a student commits suicide, the family has suffered a tragic loss. The problems of the family take precedence over the problems for the school. The privacy of the family must be honored. The school must not report anything that might be perceived as degrading by the family involved. Suicide is a taboo in our society. Some families will have great difficulty accepting the fact that their child committed suicide and may go to great lengths to cover the fact that the death was a suicide. If the school announces that a suicide occurred, the family may be offended.

The final determination of whether a death is suicide is often a complex legal matter, regardless of notes that may have been left or other evidence discovered after the death. A coroner may rule the death an accident, despite the fact that much of the evidence suggests suicide. Coroners and police investigators are aware that insurance Considerations and emotional stability in the family may be involved. An official statement from the school that a student committed suicide may evoke protest from the parents. The school should restrict the flow of any information that may be damaging to the parents or other children in the family.

B. Verify Death

Verify the fact that the reported death did occur. Do not refer to the death as a suicide. Do nothing until you are positive that the information received is accurate, but do everything you can to verify the facts of the case. Make the calls yourself. Call the police or coroner if necessary. Hospitals usually will not give out information. Do not call the home.

If the death is verified, notify the superintendent immediately. If you are unable to verify the death quickly, notify the superintendent of developments and get back with more information as soon as you verify it.

You must verify the fact that a death occurred. If a student is reported to have committed suicide (or to have died in an automobile accident for that matter), the death must be verified. Further, if the death was a suicide, the fact of the suicide also must be verified, and that information must be handled with great care.

Information about the death may come into the school from many sources; from a child who lives next door to the deceased, from a student who overheard his father who is a police officer talk about the incident at home, or in some other way. Depending on what time of day the death occurred or when the body was discovered, the incident may have been reported on the evening television news or in the morning paper.

However, the initial information gets to you, you must verify the facts of the matter. Calls to the local police station or coroner will be important to determine precisely what happened. Be certain to whom you are talking, identify yourself as principal of the school, and maintain a log of all communications.

C. Notify Superintendent (official contact person)

1. Make no statement to any reporter. Do not inform reporters that you verified the fact that a death occurred.

2. Direct all reporters and camera crews to leave the building. Point out that adopted school board policy prohibits news media people inside the building during the school day.

3. Inform reporters that information will be available only from the office of superintendent of schools.

4. Do not allow the reporter to interview any student or staff member in the school or on the school grounds.

Implicit in the above scenario are several decisions by the principal, which stem from policies in place before the crisis occurred. Thus, the principal was able to act decisively and without delay. These policies are discussed below.

5. Communicate: In the first few hours, communication from a single source is important. Refer all inquiries from outside the school to the superintendent of schools. One person from that office should serve as spokesperson for the district. Maintain close communication with that one person.

D. Announcing Death to Students and Staff - Share information with appropriate building staff

1. Inform teachers before school, or as soon as possible.

2. Call a brief staff meeting:
   a. Share baseline of information
   b. Discuss plan of action
   c. Support

3. Each building will have a plan for notifying the staff in the event of a suicide on the weekend or during vacation. (See emergency calling tree for South Elementary)

When a suicide is reported, hold a meeting of the faculty as soon as possible. If it has to wait until the end of the day, give notice of the meeting early. As soon as you know the facts about the suicide, prepare a brief written announcement to be distributed to teachers, which they can read to students simultaneously to students throughout the school.

4. Formal Statement: Prepare a formal statement to be read aloud to students over the public address system in the school. Do not try to extemporize. If you do not read the announcement, it should be read by the person who typically makes announcements. Do not state that the death was a suicide. Do not call an all-school assembly to make the announcement, because questions could be raised and discussion develop that might cause the situation to get out of control. The statement to be read should say something like the following:

"We have just been informed that _____, a student in the _____ grade in this school, has died. The funeral arrangements have not been completed. As soon as we learn, we will let you know when the funeral will take place. Those of you who want to discuss your feelings about _____'s death may meet in Room _____, where you will receive further instruction."

E. Make counselors available to students and provide rooms for students to meet in small groups.

1. Counselors and nurse visit classrooms of the students to talk with students and answer questions.
2. Another counselor visits the classrooms of the siblings.
3. Establish a crisis room.
   a. Staffed at all times
   b. Teachers prepared to allow students access
4. Help students: Students must have an opportunity to express their confusion and grief in a safe, supportive environment. They must be reassured that they are in the company of caring professionals. The death of a classmate may leave survivors with feelings of abandonment and rejection. The tendency to blame, common after any death, is always evidence following a suicide.

Attempted suicides and completed suicides also increase after stories about suicide appear in newspapers or on television. Imitation by

adolescents is common, and teachers must be cautious about discussing suicide with any young person.

If you learn about the death late in the school day, do not allow the students or staff to leave the building without informing them about the death and offering help. Be prepared for the fact that students will stream into the halls after the announcement of a death crying or sobbing uncontrollably. Have a plan for students to meet with counselors and others to discuss the death.

Arrange meetings for students who may be deeply affected by the death. Meet in small groups. Do not allow peer counselors to conduct these meetings. Have a professional present in every room. Ask, "Are there any others who should be invited?" Encourage students to express their feelings. Recognize the various stages of bereavement and recovery; denial, anger, acceptance, and resolution. Help students work through these stages.

Avoid isolated discussions of suicide. Identify healthy coping strategies available to young people and emphasize the futility of suicide as an option. Do not dramatize the death, and do not dwell on the details of how the student took his or her life. Be as truthful as possible. Help students understand the importance of protecting the privacy of the family.

Teams should discuss staff and students who are at risk for reactions-i.e. those who may have experience recent personal loss-and determine a support system.

F. Contact Community Resources

Specify procedures for establishing contact with officials of local agencies, who may be called on for help. Designate a person who is responsible for initiating and maintaining contact with various community agencies.

Ask student personnel specialists from central office and others from the school and the community who are members of the School Crisis Network (for example, clergy, counselors, psychologists, social workers) to assist you and your staff in working with students and parents.

G. Hold faculty meeting after school (Day 1)

H. Funeral (Announce funeral arrangements when they become known)

I. Hold small group meetings for students (Day 2)

J. Follow-up Plan

1. Team should meet to determine if the following are needed:
   a. Parent information session and how to meet students' concerns

regarding the incident

b. Grief course

c. Grief groups for students

2. Team members may want to visit with the family several weeks later.

K. Do's and Don'ts Regarding Suicide

You must know what you are going to do before a suicide occurs.

Do not allow anyone to describe the suicide as a heroic act. Do not fly the school flag at half-mast. Do not observe a moment of silence in school. Do not have a memorial service at school or an "In Memoriam" page in the yearbook. Do not glorify the death in any way.

Decide, before you are asked, if you are willing to deliver a eulogy at the funeral. What you say at such a gathering can have great impact-in positive or negative ways. The death of a young person from any cause is saddening, death by suicide is tragic. Emphasize that there are other options than taking one's own life.

By the third day, try to get things back to normal. But be sensitive to the fact that certain students may have been profoundly affected by the death. These students need special help.

Vandalism/Burglary:

A. When an act of vandalism or a break-in has been discovered, the following plans should be followed:

1. Do not enter the building; go to the nearest phone and call the police - 911.

2. If you have entered the building and you find there has been a break-in, do not touch anything. Leave everything alone and call the police and wait for them to give you the orders to clean up or to make repairs.

3. Notify the head building custodian.

4. Notify the building principal/program supervisor.

5. Notify the Maintenance Supervisor.

6. Notify the St. Peter Police Department.

B. The custodial building head, working in conjunction with the maintenance department, should secure the building after the police or sheriff's office has completed their preliminary investigation and then should complete the cleanup and repair the damage as necessary. The building principal should

compile an inventory of damage or stolen items and additional information relative to damage or loss must be reported to the Business Office on the approval vandalism form (sample attached).

C. The maintenance supervisor should summarize the event and develop repair and replacement cost estimates relative to building damage. This report should be submitted to the Business Office no later than 48 hours following the event (excluding weekends and holidays).

District Office Information Police Case No._____

INDEPENDENT SCHOOL DISTRICT #508
VANDALISM/BREAK-IN REPORT

School: _____ Date of Report:_____
Time and Date Problem Discovered:_____
Time and Date Reported to Authorities:_____
(Use 911 only if emergency still exists)

Time and Date Reported to Supervisor:_____

PLEASE BE AS DESCRIPTIVE AS POSSIBLE

Type of Vandalism_____

_____

_____

Visible Damage_____

_____

_____

Items Known To Be Missing_____

_____

_____

Comments_____

Building Principal _____

Maintenance Supervisor_____

Elopement Procedure

1. When a student elopes from an area the staff in the room will call the office to inform them of the student's name & location they fled. If there is another staff in the room with a walkie that staff member will be responsible for informing the office.
2. Once the office is informed of the elopement they will start a **3 minutes timer.** The student-identified team will begin locating the student. The office staff will be communicating the students location through the walkie-talkie.
3. If the student is not located in the 3-minute time frame, the office staff will all call for Emergency Staff members to help locate the student. In the event that a student's location is unknown for **10 minutes**, police should be called and parents notified at that time

***WHEN STAFF LOCATE THE STUDENT THAT ELOPED THEY MUST INFORM THE OFFICE ***

Student & Picture	Plan	Extra Notes	Team Members
Name and Photo	1. **STOP** XXXif he is not with an adult! a. IF he is running use the ASL sign below to stop him from running. 	1. **Common Places of Elopement:**	1. 897

North Elementary School
Emergency Action Plan
2025-2026



815 N. 9th Street
St. Peter MN 56082
507-934-3260

Introduction:

These emergency procedures are designed to provide guidance to those having responsibility for the safety of pupils, school staff, and users of school facilities.

Common sense should dictate the reaction of school authorities to emergency situations. All situations CANNOT be neatly defined into a category for which hard and fast guidelines can be drawn. Individual judgment will need to be exercised in given situations. Continuing and meaningful efforts to prevent incidents that lead to emergency situations should be the area of greatest concern. In addition to the safety protocols outlined in this document, North Elementary School's comprehensive school safety plan includes proactive teaching of appropriate school behavior through its PBIS program, supporting students' social emotional health through daily class meetings, explicitly teaching social emotional/relationship skills through its Purposefull People curriciulum, and offering students additional targeted supports through its student support team.

The emergency plans included in this document meet requirements set forth by the state of Minnesota and Board Policy 806: Crisis Management and are based off of guidance provided by *Homeland Security and Emergency Management's Comprehensive School Safety Guide* and *The I Love you Guys's* Standard Response Protocol.

Emergency Teams:

Saint Peter Public Schools utilizes three broad teams in its emergency planning and management. Teams consist of the following:

District Emergency Response Team:

The district response team develops the school emergency plan with local community response agencies. The district response also assists building response teams with planning, training, and drills to ensure compliance with state drill requirements and continuity of planning. The team may also perform incident command functions typically reserved for district-level response such as public information, finance, or behavioral health crisis intervention.

Building Emergency Response Team:

Each school facility has an emergency response team consisting of staff trained to perform emergency response functions according to the school district emergency plan. Building level teams are responsible for developing and revising the building emergency plan and procedures, training staff, conducting required drills, documenting and evaluating drill performance, and response to real incidents.

Building Medical Emergency Response Team:

Each school facility has a medical response team to provide assistance in medical emergencies until emergency responders arrive. Medical response teams are trained in First Aid, CPR, and the use of AEDs.

Emergency Response Team Membership:
*Individuals are listed in order of chain of command.

District Emergency Team:

1. Jon Graff - Superintendent, Emergency Coordinator
2. Seth Putz - Buildings and Grounds Supervisor
3. Darin Doherty - North Elementary School Principal and Safety and Security Team Coordinator
4. Ytive Prafke - Special Programs Director
5. Darin Doherty - North Elementary Principal
6. Annette Engeldinger - High School Principal
7. Jana Sykora - South Elementary Principal
8. Jon Hughes - School Resource Office
9. Rachel Fitch - School Nurse
10. Shea Roehrkasse - Activities Director
11. Tami Skinner - Community Education Director
12. Monica Hasch - Saints Bus

North Elementary School Emergency Team:

1. Darin Doherty - Principal, Emergency Coordinator
2. Dave Ribar - Social Worker
3. Mandy Kennedy - Social Worker
4. Jon Hughes - Police Liaison
5. Jesse Anderberg - Head Custodian
6. Melanie Hiniker - Head Cook
7. Sarra Torbenson - Attendance Secretary/Receptionist
8. Desirae Rokosz - Principal's secretary
9. Dolores Griffith/Jody Fischenich/Kara Olson - Health office

North Elementary School Medical Emergency Team:

1. Rachel Fitch - School Nurse, Medical Emergency Coordinator
2. Dolores Griffith - School Nurse
3. Jody Fischenich - School Nurse
4. Jon Hughes - Police Liaison Officer
5. Jordyn Jarr - P.E. Teacher
6. Kara Olson - Health Aid
7. Darin Doherty - Principal
8. Shannon Nimps - Case Facilitator

Emergency Coordinator Responsibilities:
Each Principal or program lead will determine a coordinator for their respective building's emergency response team. Emergency response team coordinators will have the primary responsibilities of:

1. Development and coordination of the school emergency plan
2. Informing staff members, students, and parents about the plan

3. Training staff and personnel on emergency procedures
4. Set up a clearly defined chain of command so that safety procedures can be appropriately carried out in the event of their absence from the building.

At North Elementary School, Darin Doherty, Principal, will assume the role of emergency coordinator. Darin can be reached at 507-351-0040, district radio, or via the Crisis Go App. In the case of Darin's absence, Dave Ribar, social worker, will assume the role of emergency coordinator. Dave can be reached at 763-807-6432, district radio, or via the Crisis Go App. Refer to the chain of command listed above in the event both Darin and Dave are absent.

In general, building emergency response teams are responsible for ensuring the following:

1. Assure responsible authority and chain of command
2. Be able to communicate through a clearly defined communication plan
3. Be prepared to evacuate the building and have holding areas for all students
4. Be prepared to use the school facilities for a shelter, inclusive of plans for shelter in place and lock down.
5. Be prepared to transport students under emergency conditions

Incident Command:
The North school office will be the site of incident command unless the emergency situation determines the need for an alternate location.

Building Security Plan

Saint Peter Public Schools utilizes four levels, or tiers, of security to guide its operations. The following outlines the levels of security and specific actions associated with each

North Elementary School Building Security Plan

Security Level	Actions
Lockdown	• The heightened security plan will be followed. • An announcement will be made over the intercom identifying LOCKDOWN along with more information over CrisisGo. • The building principal, or designee, will call the Saint Peter Police Department for assistance. • All students will remain in their classroom or instructional areas and follow lockdown protocol.Staff will respond to information as it is shared. • Staff will use the building speakers by using 934-3260 (dial 4500 00), or the building phones, or CrisisGo to share information.
Shelter In Place	• Students may not be allowed out of the building unless they are turned over to a parent/guardian or are authorized to return home via school transportation. This decision will be made after consultation with local law enforcement authorities. • All door entrances into the building will remain locked and personnel will check ID @ the door. • Local law enforcement personnel will be consulted. Law enforcement officials will advise the District as to whether or not the area around the school site is safe. • All other heightened security measures will be activated.
Heightened	• All general security practices will continue to be followed.

	• The door to the reception office will be locked and visitors will need to speak through the intercom. • Parents and guardians, or any other persons needing to know, will be notified via the media and our communication template. • Electronic notification will be distributed to parents explaining the reason/causes for the additional security purposes. • Principal, or designee, will contact the police department and use it as a resource/consultant for security information. • Principal, or designee, will determine the length of time the building will be under Heightened Security Plan, and will notify the building about directions in building. • All outdoor activities will cease.
General	• All entrance doors to the building will be locked during the school day except during morning transition, all doors will be unlocked 7:45 am - 8:00 am. • Main entrance doors will be unlocked from 7:30 am - 4:00 pm. • Visitors will enter the reception office and receive clearance to enter the building. • Identification badges are provided to all visitors in the building and must be worn. Visitors will scan their ID for a visitors pass, when possible. • Students are not to be excused from the building, other than at the end of the day, without being signed out at the reception office. • During recess, when students are on the playground, there are two (2) playground monitors on duty. • School administrators, counselors, and designated personnel will increase presence in and around school buildings. • All school personnel will be notified via CrisisGo and instructed to be looking for any suspicious activities or behaviors. Any suspicions should immediately be reported to the principal. • Investigations will be put in place to determine the origin of information related to the safety concerns. • If any specific individuals are identified as at risk, parents and guardians or any other persons needing to know will be notified in a timely manner. • Once we have had an opportunity to thoroughly assess the situation, a determination will be made about continuing Elevated Security, moving to a higher security level, or returning to our General Security procedures.

Emergency Communications Plan

Saint Peter Public Schools utilizes a number of communication tools to support its Emergency Management Plans. The following outline is intended to provide guidance on the use of each during an emergency situation. Communication tools include the following: Building intercom systems, building telephones, individual cell phones, Crisis Go app, district two way radios, dispatch radios, the fire alarm, and Thrillshare communication app.

Informing/Communicating with Emergency Responders:

Best: Phone Dialing 911 via telephone is always the best option. Stay on the line with dispatch as long as it is safe. Phone calls made by district telephone can be pinpointed to precise locations. Cell phone locations can be located, but not as precisely. Anyone can call 911 from any location.

Next Best: Dispatch Radio Each building has access to emergency radios that link directly to county dispatch. There is only one dispatch radio per building, so information must first be relayed to the individual in possession of the radio. If the situation becomes unsafe and office staff must move away from telephones, radio contact becomes a priority.

Informing Students and Staff:
Best: School Intercom School intercoms are an effective means of communicating information instantly with an entire building. Use of intercoms is a best option as long as it is safe to do so.

Next Best: Crisis Go is an effective means of communicating with in-school groups and those who may not be in the building (PE/Recess) during a crisis situation. Best case scenario, intercom and Crisis Go are utilized simultaneously.

District Radio: In the event of a crisis (not a drill) district radios will play a minimal role.

Fire Alarm: When the fire alarm sounds, it always signals an immediate evacuation from the building.

*Staff will be notified of district/school emergency action plans during fall workshop week staff meetings.
*Students will be notified of district/school emergency action plans during grade level handbook meetings and regularly scheduled drills that are held throughout the school year.

Informing Parents/Guardians:
Thrillshare notification system will be utilized for mass communication to parents/guardians.
All emergency messages must receive approval from the superintendent of schools.

*Parents/Guardians will be notified of district/school emergency action plans the second week of school via the weekly parent newsletter.

Informing Media and Community:
The superintendent or designee will handle all media requests and construct/create all district level messages to the media

Informing/Communicating with Emergency Responders:	
Best	Phone (911)
Next Best	Dispatch Radio (located in office)

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Informing/Communicating with Students and Staff:	
Best	School Intercom and Crisis Go App Simultaneously
Next Best	1. School Intercom 2. Crisis Go App
Alternative	District Radio and/or Runners
*Fire Alarm	Always signals to evacuate the building

Informing/Communicating with Parents/Guardians
Thrillshare communications app

Informing/Communicating with Media and Community
The superintendent or their designee will handle all communication with the media.

Emergency Contact List:

The following is list of people to be called and notified in the event of a school emergency

a. Jon Graff, Superintendent 507.934.5703 x1005 507.720.5118 (C)

b. Darin Doherty, Principal 507.934.3260 x4006 507.720.5118 (C)

c. Seth Putz, Buildings/Grounds Supervisor 507.934.4210 x1032 218.434.1149 (C)

d. Jesse Andeberg, Head Custodian 507.934.3260

e. Jon Hughes, Resource Officer 507.491.0992 (C)

f.	Rachel Fitch, School Nurse	507-317-0537 (C)
e.	River's Edge Hospital & Clinic	507.931.2200 (if applicable)
f.	St. Peter Fire Department	911 or 931-1120 (if applicable)
g.	St. Peter Police Department	911 or 507.931.1550 (if applicable)
h.	Nicollet County Sheriff	507.931.1570 (if applicable)

Additional Emergency Contact Information

Regulatory Coordinator

Seth Putz	507.934.4210 x1032 (M)	218.434.1149 (C)

Administration

Jon Graff	Superintendent	507.934.5703 (W)	507.720.5118(C)
Jessi Buttell	SPMS Principal	507.934.4210 x5019	507.720.5118 (C)
Steve Alger	Dean of Students	507.934.4210 x5099	507.720.5148 (C)
Ytive Prafke	Special Programs Director		507.720.1257 (C)
Jana Sykora	South Elementary Principal		320.496.7038 (C)
Darin Doherty	North Elementary Principal	507.934.3260 x4006	507.351.0040 (C)
Annette Engeldinger	High School Principal	507.934.4212	507.340.0627 (C)

General

Ambulance	911 or 931-2200
Fire Department	911 or 931-1550
Police	911 or 931-1550
Sheriff	911 or 931-1570
Civil Defense - Nicollet County	931-6800
	931-1550 (After Hours)
Fire Marshal - Thomas Roessler	507-602-0651
Saint Peter Community Hospital	911 or 931-2200
Weather Bureau-Nicollet County Sheriff	931-1570
City of Saint Peter	934-4840
Poison Control Center	1-800-222-1222
National Suicide Crisis	1-800-784-2433
South Central Mobile Crisis Line	1-877-399-3040

Maintenance

Seth Putz	Buildings/Grounds Supervisor	507.934.4210 x1032(W)	281.434.1149
Jesse Andeberg	Head Custodian	507.934.3260	

Bus

Monica Hasch	Saints Bus	507-934-4690

Food Service

Emily Craig	320-760-3231

Repair

Call in case of emergency **if the Head Custodian or Operations and Maintenance Supervisor** cannot be reached.

	Company	Phone
Plumbing:	Andresen Plumbing	507-931-9020
Boiler Work:	Adams Mechanic	612-417-0425
Electrical:	BLK Electric	507-388-1173
Fire Alarm:	Alarm Monitoring Services	507-345-4185
Card Entrances/Cameras:	A+	507-625-6554

Utilities

	Company	Phone
Electric:	City of Saint Peter	934-4840
Natural Gas:	CenterPoint Energy	1-612-321-5050
Telephone:	Arvig	1-866-897-3469
Fax:	Consolidated	507-387-1151
Internet	Consolidated	507-387-1151

Crisis Response Team

BUILDING	NAME	PHONE	MOBILE #
Nicollet Co. Nurse	Rebecca Willette	934-7226	(507) 479-3085

General Crisis Management Plans:

Saint Peter Public School's crisis management plans follow the Standard Response Protocol (SRP) (version 4.2, 2024) from the I Love You Guys Foundation. The plans cover building security, classroom/building/campus evacuation, and sheltering procedures using six key actions: Hold, Secure, Lockdown, Evacuate, Shelter, and Reunify.








HOLD **SECURE** **LOCKDOWN** **EVACUATE** **SHELTER** **REUNIFY**

District-wide immediate response actions and when to call a response protocol:



HOLD

- Medical Emergency
- Mental Health Crisis
- Student Behavior Crisis



SECURE

- Unknown or unauthorized person on the school grounds
- Dangerous animal on school grounds
- Suicidal Thought/ Attempt/ Completion
- Demonstration/ Disturbance
- Criminal activity in area
- Planned police actvitiy in the neighborhood



LOCKDOWN

- Dangerous animal within the school building
- Intruder/ Hostage
- Angry or violent parent or student
- Report of a weapon



EVACUTE

- Bomb Threat
- Fire
- Hazardous Material Release/ Spill



POLICE LEAD EVACUATION

- After a lockdown



SHELTER

- Hazardous Materila Spill/ Release Outside
- Tornado
- Severe Weather
- Flooding



REUNIFY

- Due to Weather
- Power outage
- Hazmat event
- School crisis



HOLD
In Your Room or Area.

HOLD
IN YOUR ROOM OR AREA.
There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

During a Hold, there may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

PUBLIC ADDRESS
The public address for Hold is: "Hold in your room or area. Clear the Halls."

It is repeated twice each time the public address is performed. There may be a need to add directives for students who are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls.
Hold in your room or area. Clear the Halls."

An example of a medical emergency message would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

PUBLIC ADDRESS - RELEASE
A Hold Action can be released by Public Address.

When it's been resolved:

"Students and staff, the Hold is released. All clear. Thank you for your assistance in making this Hold work smoothly."

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

ACTIONS
Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that, prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

RESPONSIBILITY
Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION
Student, teacher, and administrator training.

Reinforce with students and staff that during a Hold, classroom activities will continue while the incident is addressed. Administrators should make a plan for communicating with staff, students, and parents/guardians after a Hold is cleared to provide pertinent information about the incident.

DRILLS
Hold should be drilled at least once a year, or as mandated by state requirements.

CONTINGENCIES
Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS
The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.

SECURE
Get Inside. Lock Outside Doors.

SECURE
GET INSIDE, LOCK OUTSIDE DOORS.
The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

PUBLIC ADDRESS
The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.
Secure! Get Inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

PUBLIC ADDRESS - RELEASE
A Secure Action can be released by Public Address.

"The Secure is released. All Clear.
The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear.
Thank you for your assistance with making this Secure work smoothly."

ACTIONS
The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

ADDING A LIFECYCLE TO THE SECURE PROTOCOL
As a situation evolves there may be more information available to guide decision making. With the Secure Action, there is the option to transition from the initial response of "No one in or out" to some access control.

NO ONE IN OR OUT
The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

CONTROLLED RELEASE
An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

MONITORED ENTRY
When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement, and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.



LOCKDOWN
Locks, Lights, Out of Sight.

LOCKDOWN.
LOCKS, LIGHTS, OUT OF SIGHT
Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

PUBLIC ADDRESS
The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!

Lockdown! Locks, Lights, Out of Sight!"

ACTIONS
The Lockdown Action advises making rooms look unoccupied by locking individual classroom doors, offices, and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights, and having occupants maintain silence.

Most schools have implemented policies requiring all exterior doors be locked during the school day, consistent with current best practices. Therefore, the protocol advises leaving the exterior doors as is during a Lockdown Action. Be certain there's a plan for allowing local first responders to gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

RESPONSIBILITY
The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

REPORTED BY
When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

PREPARATION
Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member, or school administrator to unlock it.

DRILLS
Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the "SRP Lockdown Drill" section of this book.



EVACUATE

A location may be stated.

EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An off-site evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method:

Link to either your website or **https://iloveuguys.org** for them to learn more.

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.

Evacuate! To a location."

ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points, and evacuation sites, as well as student, teacher, and administrator training. An evacuation site may become the reunification site, so plan accordingly. Ideally, plan to have an off-site evacuation facility that's within walking distance, and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from **iloveuguys.org**.

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take attendance after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

CONTINGENCIES

Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for attendance or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials section for examples.

911

POLICE LED
Evacuation after a Lockdown

POLICE LED EVACUATION
In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building after a Lockdown, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS
There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS
As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses, or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT
Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct, and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

EMOTIONAL RESPONSIBILITY
There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce the trauma that might be associated with a Police Led Evacuation.

PREPARATION
Student, teacher, and administrator training.

In the event of a police-led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

MEDIA MESSAGING
To the media/community after an event.

Example Situation: Violent Event

"On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process."

DISPATCH MESSAGING
To responding officers during an event.

Example Situation: Police Led Evacuation

"(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (timestamp)"

LAW ENFORCEMENT MESSAGING
To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

LAW ENFORCEMENT GUIDANCE
Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

CONTINGENCIES
Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may Hold in their classroom and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

TRANSPORTATION
During a police-led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.



SHELTER

State the Hazard and Safety Strategy.

SHELTER
STATE THE HAZARD AND SAFETY STRATEGY

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

PUBLIC ADDRESS

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter! For a hazard. Using safety strategy.

Shelter! For a hazard. Using safety strategy."

For a tornado, an example would be:

"Shelter for a tornado. Go to the tornado shelter.

Shelter for a tornado. Go to the tornado shelter."

After the danger has passed:

"Students and staff, the Shelter is released. All clear. Thank you for your assistance and patience during the Shelter."

HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE:

- Evacuate to Shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION

Identification and marking of facility Shelter areas.

DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (https://iloveuguys.org/The-Standard-Response-Protocol.html).

Emergency Action Plans:

The following pages detail action plans for specific emergency scenarios.

Assault and Rape:

In the event there is an occurrence of rape and/or serious assault, school personnel should follow these procedures:

Medical Procedures

1. Render first aid to the victim.
2. Phone the police, 911.
3. Notify the school counselor or school social worker.
4. Check for:
    a. Emergency contact on file if victim is a student or staff member.
    c. Notify parent/guardian or spouse or individual on emergency information.
    d. If building has staff member with specific training in the area of rape relief, have them assist. Staff members are listed at the end of this section.
5. Notify the principal or administrator.
6. Notify the Superintendent.
7. Obtain as much information regarding the assailant and incident as possible.
8. Accompany the victim, if necessary, to the hospital or appropriate law enforcement center.

The heightened security plan will be put into place.

The Superintendent's Office will be the only source of information to the press.

Assault and Rape Personel:

Name	Title	Phone	Cell Number
Dave Ribar	Social Worker	934-3260	763-807-6432
Mandy Kennedy	Social Worker	934-3260 Ext. 4068	507-340-0386
Rachel Fitch	Nurse	934-3260 Ext. 1009	507-479-9316

Bombs and Bomb Threats:

Instructions for Receiver of a Call:

Schools have been primary "targets" of bomb threats particularly on a seasonal basis (Spring and Fall). However, there have also been documented cases where actual bombs have been found and/or detonated. Bomb threats should be taken seriously.

1. A person receiving a bomb threat should try to attract someone else's attention (without tipping off the call) in an attempt to have the call traced. (Note: office staff are most likely to receive such a call and should be familiar with the process for tracing a call).

2. Obtain as much information as possible, i.e., the time set for the explosion; the exact location of the bomb; the type of explosive device and what it looks like; and, why the bomb was placed in the school. Justify your request for more data by expressing a desire to save the lives of innocent people. Pay particular attention to any strange or unusual background noises and the voice of the caller.

3. Immediately notify the building administrators and the superintendent of schools. A decision will be made on whether or not to evacuate the building. It is not recommended that school evacuation be made in all cases, however, circumstances will vary in each incident.

4. On request of building administrators or superintendent, call police department (911).

Building Administrators or Designees' Responsibilities:

1. Check the receiver of the call for authenticity and other pertinent information.

2. Report to the emergency command center.

3. Call the police and/or sheriff's office, if not already done.

4. Evaluate the bomb threat and determine the course of action that will be taken from the emergency command center.
   a. Deploy search teams from the command center to search the outside and inside of the building.

   b. Alert all staff members to conduct a search of their classroom, office, or work area and report any unusual conditions.

5. Meet with law enforcement officials regarding search and further procedures.

6. Handle all inquiries from the news media.

7. Follow the administrative rules for bomb threat procedures.

Evacuating the Building:

1. If the building is to be evacuated in response to a bomb threat:

    a. Notify the police department immediately.

    b. Evacuate the building immediately with everyone going at least 500 feet from the building (175 paces). **School should not be canceled or students sent home.**

    c. Teachers will make a visual check of their classrooms, as they evacuate, reporting anything unusual to the police. **DO NOT TOUCH ANYTHING SUSPICIOUS.**

    d. Teachers, aides, nurses will be responsible for persons in rooms at time of evacuation.

    e. Teachers will take their class roll once evacuated. Teachers who do not have classes should make certain everyone is at least 500 feet from the building.

2. Building administrators or custodians make a visual check for persons still in the building.

3. Do not re-enter the building or an area of the building unless cleared by the police department. If requested by the police department, the head building supervisor, and a building designee, should conduct a visual search of the interior and exterior of the building.

4. If the evacuation is for the remainder of the school day, move students to a safe distance from the building. Activate a plan to move the students to a secure area. Students will be dismissed or transported home from this area.

5. Secure all doors.

6. If the building is NOT to be evacuated in response to a bomb threat, as a minimum, follow instruction II - IV. above.

Responsibilities of Faculty and Staff:

1. Make a visual check of classroom, offices, or work areas. Report anything unusual to the principal. **DO NOT TOUCH ANYTHING.**

2. If evacuation is necessary, follow the fire drill evacuation to at least 500 feet (175 paces) from the building.

3. Staff who have rooms that have outside doors should check to see that they are locked before evacuating the building.

4. Do not enter the building until told to do so by the building administrator or designee.

Individual Building Plan for North Elementary School:

1. The emergency command center will be the school office.

2. Secure all doors if the building is evacuated.

3. If students are to be evacuated for the remainder of the school day, follow these procedures:

   Move students away from the building. Gather in fire exit locations and accompany the students to First Lutheran Church. Students will be dismissed or transported to units from the area. The building secretary The building secretary will call First Lutheran Church and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

   First Lutehran Church: 507-934-3060
   Saints Bus Service: 934-4690

Child Abuse/Kidnapping:

Child Abuse:
Any staff member who suspects neglect, physical abuse, or sexual abuse is mandated to make an immediate report to the building administrator. The reporting staff member should gather the following information on the abused or neglected child:

1. The child's full name, date of birth, home address, phone, and parent's names.
2. Any person believed to be responsible for the abuse or neglect of the child.
3. The nature and extent of the abuse or neglect.
4. The name and address of the reporting party.

An oral report is to be made to the appropriate child protection agency after the information has been obtained. The oral report is then to be followed up by a detailed written report to the notified agency.

If the reporting staff member believes that the child is abandoned, subject to a real or imminent threat, or in need of medical attention, the building administrator should be called immediately. Officers can remove a child from a threatening environment to protect the child. If a police officer or child protection worker comes to the school to interview a child, the building administrator shall be notified. The building administrator will be given a written notice of the intent to interview a child at school.

School officials cannot disclose to the parents, legal custodian, guardian, or perpetrator, that a request to interview a child has been made until after the abuse or neglect investigation or assessment has been concluded.

Any staff member who makes a child abuse or neglect report in good faith is provided with civil and criminal immunity in accordance with the Maltreatment of Minors Reporting Act. Additionally, the identity of the reporter is protected except in very limited circumstances.

Kidnapping:

1. Following are some preventative activities which may help avoid Kidnapping situations:
2. School secretary should have at her desk a list of students who are not to be released to anyone except a particular parent or guardian.
3. Emergency cards of such students should be tagged.
4. Before releasing a child to anyone except the parent or guardian on the list,school secretary should check with the custodial parent and/or guardian for approval; a record of the time and date of phone approval should be made and kept.
5. When parent telephones a request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.
6. All visitors should be asked to sign in at the building administrator's office and follow building procedures for visitors.

In the event of a Kidnapping:

1. Phone the police: 911.
2. Contact the building principal/program supervisor.
3. Phone the parent/guardian.
4. Phone the Superintendent.
5. Do not release any information to the press. Refer requests for information to the Superintendent's Office.

Civil Defense Alert:

School Personnel

A. Students will be sent home when official Civil Defense Public Information indicates there is sufficient time to arrive home before dangerous conditions develop. (See “Emergency School Closing” for procedures.)
   1. Information will be released by the Superintendent or designated official to all communications media.
   2. Local broadcast stations (EBS) will transmit emergency public information.

B. If, in the opinion of the Superintendent, there is not sufficient time to transport the students home, the building principals/program supervisors will be so instructed.

C. If schools are not in session during a Civil Defense alert due to deterioration of international affairs, every effort will be made to close schools until safety is assured by the emergency broadcast network.

Members of the Public

In the event of a Civil Defense alert, members of the public may come into the school buildings for shelter.

Best Place of Protection

The staff should guide the students and members of the public to underground areas or to interior hallways on lowest floors. If hallways are crowded, use interior rooms. As a last resort, use area of classrooms farthest from the windows.

Method of Communications

Method of communications to the occupants of the building will be by public address system or by courier appointed by the principal/program supervisor. The principal/program supervisor will be in charge of each building. The principals/program supervisors will receive their instructions via the emergency broadcast network and/or from the Superintendent’s Office via the Director of Maintenance. The district office shall communicate to each building by telephone or by an appointed courier.

Telephones are not to be used except by permission of the Principals, Program supervisors, Superintendent or Director of Maintenance.

NORTH ELEMENTARY CIVIL DEFENSE PLAN:

Students will be sent home when civil defense communications indicate there is sufficient time to arrive home before dangerous conditions develop. Information will be released by the proper authorities to all communications media).

1. In the event that conditions will not allow time for students to be dismissed, students will be assembled in predesigned areas in each building or predesigned shelters in the North Elementary School.
    a. Shelter area in this building is approved for 1,150 persons and located in the lower floor of the North Elementary School.

2. In the event that conditions will not allow for students to be assembled in the school building, students will be moved to the Community Center. The building principal, or designee, will call the Community Center to notify the staff of the situation. The school bus company will be called to assist in transporting students to the site.

Plan for Use of School Facilities for Shelter:
If the area is suffering from a disaster, the use of the school facility will be a part of the overall community plan to utilize community resources, and is a part of the school plan approved by the board.

1. The use of the school facilities as shelter will be reserved for the students of the district. However, in the event that the students do not need the school shelter it will be made available to the community.
2. During a declared or undeclared emergency, the school facilities are available for civil defense activities if it is deemed necessary by the Civil Defense Director.
3. If the school is used as a fallout shelter for the school children, members of the staff are in charge as shelter managers.

Fire:
Fire Alarm Operation:
When the fire system panel sounds:

1. Security Attendant has 15 seconds to acknowledge the fire alarm on the panel.
    i. At the panel: Turn the Key ON.
    ii. Press the Ack/Stop Button

If the Security Attendant does not acknowledge the alarm within 15 seconds, the fire alarm will automatically sound throughout the building alerting occupants to evacuate.

2. Use the 2-way radio to contact the custodian
    i. Read the location of the alarm on the Fire Panel Screen to the custodian.

The Custodian has 3 minutes to determine whether the alarm is actual or false before the general alarm will sound throughout the building.

3. If the custodian reports, there is a fire
    i. Pull the Fire Alarm and EXIT the building.

4. If the custodians determine it is a false alarm:
    i. Press the RESET button on the Alarm panel.
    ii. Call Alarm Monitoring Service central reporting station at 1-507-345-4185
    iii. Identify yourself by name, school location and inform them of your account number 4681
    iv. Identify your PASSWORD: 4681. (yes, same as the account #)
    v. Ask them to put the system on test for 30 minutes.

If the custodian does not report back within the 3 minutes, the alarm will automatically sound throughout the building alerting occupants to evacuate. Also, if within the 3 minutes, and a second detection device activates, the alarm will automatically sound throughout the building alerting occupants to evacuate.

5. When the custodian reports he has repaired or replaced the faulty detector as necessary RESET the system.
    i. Press the Reset button on the alarm panel
    ii. Turn the key OFF.

End of Event

1. If the fire alarm sounds:

    a. Evacuate the building to at least one hundred feet following the specific exit directions listed.
    b. School officials will make an immediate determination of the location of the fire or hazardous condition. Upon determination, immediate contact is made with the office and the elementary principal using appropriate communications.
    c. The secretary or designee will contact St. Peter Police Department to confirm the situation.
    d. The Principal will report to the office. The Principal or designee will establish formal communication with the police and fire department. Secretaries will call bus service if necessary.
    f. Students and staff are not to return to the building until notified by a Principal or Principal's designee.

2. All teachers are requested to make themselves familiar with the following rules and regulations and explain them thoroughly to the pupils of their respective rooms immediately so that fire drills may be successfully begun after the first week of school. Please discuss this with students.

    a. **Any teacher or pupil who observes any indication of fire will immediately**

pull the switch in one of the stations located in the corridor.

b. The Emergency Evacuation Plan will be followed for vacating the building. The school secretary will call the St. Peter Police Department in the event of an actual fire situation.

c. Teachers are requested to impress upon all pupils that fire drills are very serious matters and should not be treated lightly.

d. Each teacher should make it a point to become familiar with the alarm stations and their locations, and the location of fire extinguishers.

e. In case of actual fire during inclement weather, students will be evacuated to Saint Peter Community Center

Emergency Evacuation Plan:

1. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all pupils have left the room. If there is time, close the door and bring your record book with you.

2. As soon as the alarm is sounded, pupils will rise and pass in a rapid, orderly manner from the room by the exit used for regular dismissal.

Pupils should pass from the room in single file and the pupils from an individual room should remain in single file until out of the building. Under no circumstances should pupils be allowed to move faster than a rapid walk. There should be no talking after the alarm is sounded and until pupils are clear of the building. Noise leads to confusion and encourages panic. Also, with much noise, emergency instructions or changes in regular procedure cannot be heard. The first two students to arrive at any exit should hold the doors open until teachers arrive to relieve them.

3. Pupils will not take their coats or books with them.

4. As soon as all pupils have left the building, the teachers will take their positions at the exit from which the pupils have left and under no circumstances allow any of them to pass back into the building until the outside bell has sounded.

5. Teachers will direct pupils to march away from the building to the parking lots. The space near the building should be absolutely clear. Pupils should return to the building after a drill by the same route that they left the building. There are to be no students in the streets.

6. Evacuation routes are posted in each room and should be visible upon exiting the room.

The following staff will be responsible for ensuring students are out of designated lavatories:

1st floor at cafeteria and 2nd grade - Desirae Rokosz
2nd floor 3rd and 4th grade - Sarra Torbenson

Natural Disaster/School Disaster Procedures

A. Tornadoes
   1. Public warning signal - 5 minute steady blast on Civil Defense siren and repeated if necessary.
      a. Tune in radio to local commercial broadcast station.
      b. Tornado warning alert will be disseminated to other schools from warning point.
      c. Administration will disseminate warning to remaining schools in District.

B. Severe Thunderstorms

   1. Public warning signal (radio or TV) no siren sounded unless danger or tornado.

   2. Warn students before the spring tornado season, regarding:
      a. Low areas where flooding might occur.
      b. Loose or downed electrical wires.
      c. Danger from lightning.

   3. If storm occurs at dismissal time, it might be desirable to retain students until danger has passed.

C. Epidemics

   1. The County Health Department is responsible for all rules governing the control of communicable diseases.
   2. At the first sign of contagion in epidemic proportions:
      a. Call the County Health Department.
      b. The Health Department will take necessary action.
   3. Pandemic Influenza preparedness plan is available in the emergency tool kit.

D. Electric Power Failure
   During school hours - call St. Peter Public Utilities-telephone number 507.934.4840.

E. Top Priority Gas Line Break

1. During school hours:
    a. Clear the immediate area-evacuate building if necessary, call the bus service and transport students to Saint Peter Community Center
    b. Call CenterPoint Energy - telephone number 1.612.321.5050.
    c. Call Fire Department - if necessary - telephone number 507.931.1110.
    d. Notify Principal's office.
    e. Call custodial Jesse Anderberg
2. After school hours:
    a. Call St. Peter Public Utilities: 507.934.4840.
    b. Call building and grounds supervisor, Seth Putz (218) 434-1149
    c. If flooding occurs and pumps are needed, call City Engineering Department: 507.934.4840 or
    d. Civil Defense Director: 507.931.6800 or
    e. Sheriff's Office: 507.931-1570.

F. Water Main Break

1. During school hours:
    a. Call St. Peter Public Utilities: 507.934.4840.
    b. Call custodian Seth Putz 612.723.2725
    c. If flooding occurs and pump is needed, call City Engineering Department: 507.934.4840 or
    d. Civil Defense Director - 507.931.6800 ext. 250.

2. After school hours:
    a. Call St. Peter Public Utilities: 507.934.4840.
    b. Call building and grounds supervisor, Seth Putz 612.723.2725
    c. If flooding occurs and pumps are needed, call City Engineering Department - 507.934.4840 or
    d. Civil Defense Director: 507.931.6800 extension 250 or
    e. Sheriff's Office: 507.931.1570.

G. Blizzards

1. Awareness
    a. The approaching winter storm or blizzard conditions will be announced by radio/TV.
    b. The District Office will advise principals and the transportation department of possible early closure or cancellation of late buses and/or extracurricular buses.
    c. Early dismissal of special education transportation out of the district will depend on decisions of local school district to which student has been transported.

2. Action

   a. Transportation will be notified by the Superintendent to prepare for optional service or for cancellation of service.

   b. Principals/Program Supervisors will be notified by the Superintendent of the decision relative to transportation.

   c. At time of dismissal, students should be advised by school staff to:
      - Go directly home.
      - Dress properly for the weather
      - Be aware of low visibility and that it may be difficult to see or be seen.

   d. If school buses cannot transport students to their homes, the students will be held in classrooms until each student identifies where they will be going at the dismissal of school.

   e. Should a winter storm be too severe to release students, the school staff should be prepared to supervise until released. Also, should it be necessary, the school kitchens will be opened to provide food for students and staff.

3. Closing of Schools

   a. Determined by the Superintendent of Schools.
   b. In absence of Superintendent, the decision will be made by:
      Darin Doherty - North Intermediate Principal

   c. Notice will be given by Thrillshare communication system when schools are not in session or upon an emergency closing.

D. Flooding

1. In the event of flooding, the Superintendent of Schools will make the decision to close the schools. Parents and community members will be notified of the dismissal/evacuation or closing via Thrillshare, radio or TV.
2. If schools are evacuated, the Director of Transportation will develop alternative bus routes depending on the severity and extent of flooding.
3. The Principals and Program Supervisors of each building will establish routes to be taken for students who are walking.
4. School personnel shall supervise walkers as needed.

Disturbances or Demonstration Procedures:
The prevention of possible disturbances should be the prime concern of the entire community. Sound and relevant educational programs and open lines of communication with students, staff, parents and community are important.

The following procedures should be considered only in case of extreme emergencies. The administration staff should assess the situation to determine its seriousness and its effect on the safety of students and staff before taking any action.

A. Procedure (after determination that a situation is threatening to the safety of students and staff).
    a. Principal, or designee, is in complete charge of building and facility. (A predesignated chain of command should be established in case of absence of the Principal from the building).
    b. Put into effect the prearranged individual building emergency plan.
    c. Notify the Superintendent of Schools.
    d. Notify all schools in area of possible disturbances.
    e. Student relations:
        i. Keep student informed of situation through normal channels of communications.
        ii. Conference with student representation of all groups representing all points of view in order to dispel rumors, calm fears, and provide as near normal operation as possible.
        iii. Normal classroom operation should be maintained as much as possible and all students encouraged to stay in classrooms.
            1. No students should be physically restrained from leaving the
            2. If disturbance is outside of building, students should be kept away from windows.
            3. Students should be advised of the threat to their welfare that may be occasioned by leaving the building.
            4. No students, or student group, should be utilized in calming any disturbance that might place them in a situation where physical harm might occur or that would jeopardize their normal relationship with their fellow students.
B. Staff relations:
    a. Faculty
        i. Keep faculty informed of the situation, using all available means of communication.
        ii. All faculty should record events that occur in their vicinity with names, times, and place of events, and action taken.
        iii. All faculty can have a calming effect by their judgment and sound action will minimize the disturbance. Individual fear or emotion must be controlled and not communicated to students.

b. Administrative staff - Responsible to building. Responsible for performance of assigned duties.
c. Custodial staff
    i. Responsible to building Principal for assigned duties.
    ii. Responsible for physical plant; i.e., utilities, fire alarm center, etc.
    iii. Security of all entrances.
d. Clerical Staff
    i. Safety of essential records without jeopardy to their own physical well being
    ii. Keep switchboard clear for emergency calls.
e. Auxiliary staff - All aides remain at their assigned duties unless specifically assigned other duties by the administration staff.

C. Police Relations
    a. The Principal of the building should alert the police for possible action.
    b. The use of uniformed police in any crisis situation must be handled with extreme care. Principal should designate an entrance and room where uniformed police may enter and remain there until called for duty.

D. Community Relations:
    a. Parents
        i. Keep parents fully informed of situation in schools by all possible means of communication.
        ii. Organize a parental group that would voluntarily participate in attempts calm disturbances in schools.
        iii. A telephone chain should be established for speedy utilization of parents.
    b. Community organization and leaders.
        i. Establish relations with organizations in the community and recognize community leaders so that they might be a source for assistance in calming potentially dangerous situations.

E. News Media Relations
    a. Assign a staff person the specific responsibility for dealing with all news media.
    b. Provide a room for press conferences.
    c. Keep news media informed of all decisions.
    d. Insist that news media keep cameras out of the building or that they be brought to the press room.

F. Closing of Schools
    a. Only the Superintendent of Schools, or the Superintendent's designee, can legally authorize the closing of schools.
    b. If the decision to close schools is made:
        i. Parents will be informed as quickly as possibly through Thrillshare and, radio/television.

ii. Students and staff will be informed.
iii. Staff will supervise dismissal
iv. Bus transportation will be arranged
v. Neighboring schools should be informed

North Elementary School Evacuation Plan for Disabled Students:
The following procedure is to be used during an emergency drill when a wheelchair student is in your classroom.

Drill Procedures:

1. Teachers are to accompany the wheelchair student to the nearest stairway or exit. Remain with the student at the head of the stairs.
2. Direct your other students to proceed to appropriate fire exit or tornado shelter with an adjacent teacher.
3. Do not use elevators

Emergency Evacuation Procedures:

1. Assigned teacher(s) will direct the following procedures:
    a. Secure breaks on the wheelchair
    b. Remove restraints (seat belts, trays, foot straps
    c. Lift the wheelchair footrests
2. The method used to transfer students covered under this policy will vary with each student. At the training session for the evacuation plan, the assigned teachers will be instructed in the proper method of transfer. A written description of this policy will then be attached to the student's IEP.
3. Once on the second floor of the building, place the student in a wheelchair (stored in the Nurse's office).
4. The student will be taken directly to an unlocked vehicle via a wing of the building deemed safe to enter by the fire department. This precaution is to limit outside exposure and lessen the chance of illness.

After meeting with administrators and the fire chief, it was agreed that students with physical disabilities will not be evacuated during a practice or scheduled drill. This is done to prevent possible injury to students.

Each student has an individual evacuation policy attached to his/her IEP.

Students who can walk unassisted are accompanied by the teacher whose class they are in at the time. Students unable to evacuate themselves will have assistance. Stairways are designated on each floor where students are to assemble for an evacuation. A team of teachers will also meet there to assist.

Medical Emergencies General:

ALWAYS REMEMBER "KEEP CALM"
"SURVEY THE SCENE FOR SAFETY"
"USE UNIVERSAL PRECAUTIONS"

UNIVERSAL PRECAUTIONS IS THE TREATMENT OF ALL BLOOD AND BODY FLUIDS AS IF THEY WERE INFECTED WITH A BLOODBORNE DISEASE.

1. Wear latex or vinyl gloves.
2. After giving care, do not touch your mouth, nose or eyes, or eat or drink until you have thoroughly washed your hands.

FIRST AID GUIDELINES

PROCEDURES FOR MEDICAL EMERGENCY

1. Do a primary survey of the scene and person. Look for a medical alert bracelet or necklace.
2. Check airway, breathing, and circulation-ABCs. Begin CPR if indicated.
3. Check for bleeding, start first aid.
4. DO NOT leave injured person unattended.
5. Determine the need for immediate medical attention and CALL 911. If during the school day, initiate FIRST RESPONSE TEAM.
6. DO NOT move the injured person, always suspect head/neck trauma.
7. Keep person warm, cover with a blanket.
8. DO NOT give liquids to an unconscious person.
9. Be supportive.
10. Keep crowd away, have others help.
11. Notify the school health office of an injury to any student, staff, or visitor on school grounds as soon as possible.

Medical Emergencies - Specific Scenarios

URGENT CARE DIRECTIONS
Look for a "Medical Alert" bracelet or necklace which will contain specific information pertaining to the individual.

A. Emergency care for serious accident and/or illness.
    a. Render immediate first aid care.
    b. Do not move a seriously injured person unless it is necessary for safety reasons.
    c. Obtain help from school nurse or principal if on duty.
    d. Call for medical assistance if needed - dial 911.

NOTE: If injury or illness appears to be serious, call 911 and do not be concerned about protocol of contacting parents until after emergency care has arrived or even until person has been transported to a trauma center.

e. Notify parent or guardian, if possible.
f. If emergency vehicles are called, report the incident to the Superintendent of Schools in the District Office no later than the next school day.

B. Bee Sting
   a. Determine if person has a history of bee sting allergy.
   b. Remove the stinger from bee sting site. Apply ice.
   c. Contact nurse, principal, or parents as quickly as possible to determine if person is allergic to bee stings.
   d. If person is allergic, follow instructions of nurse, principal or parent.
   e. Give antidote injection if person has such equipment with them.
   f. If advice is not available, CALL 911 for help.
   g. Speed of action may be crucial for certain purposes.

NOTE: Do not wait for a "convenient" time to deal with a bee sting. Immediate action is required if a student is stung while in a vehicle. Call for help on the radio and follow instructions as to when and where to meet an emergency vehicle for assistance. Other passengers will have to wait until the emergency has been resolved.

C. Bleeding
   a. Follow blood borne pathogens protocol.
   b. Gently blot the wound to inspect for debris. If bleeding is severe, apply pressure on the wound. Apply a dry cold pack to the area around the wound.
   c. Continue pressure until bleeding stops. Elevate wound above level of heart to help reduce bleeding. Treat for shock.
   d. Get medical care for bleeding which cannot be controlled.

D. Cessation of Breathing/Choking Incidents: If victim can cough, speak and breathe, do not interfere. If the victim cannot speak or cough, uses the distress signal, or appears cyanotic (blue) from poor air exchange, proceed with the following:
   a. Stand behind victim with one foot beside the victim to support him/her.
   b. Wrap your arms around victim's waist.
   c. Make a fist, place the thumb side of your fist against the victim's abdomen, slightly above the navel and below the ziphoid (breastbone).
   d. Grasp your fist with the other hand. Press your fist into the victim's abdomen, with a quick inward and upward thrust.
   e. Repeat this action until the obstruction is cleared or victim becomes unconscious, lie on back, continue to attempt to clear airway with abdominal thrusts. Call 911.
   f. Once the airway is open, if the unconscious patient is not breathing, begin rescue breathing. Begin CPR if pulse is absent.

E. Convulsions/Epileptic Seizures
    a. Protect victim from injury but do not restrain. Support and protect the patient's head, being careful not to be hit or kicked. Following the seizure or if the patient vomits, turn their entire body onto their side. Do not force a blunt object between the victim's teeth. Do not give fluids. If breathing stops, give artificial respiration if trained in these techniques.
    b. Try to time how long the seizure lasts. If it lasts five minutes without stopping call 911.

F. Drowning
    a. Call 911. Inform 911 operator that a drowning has occurred at the School Pool.Instruct them to send emergency personnel to the southeast pool entrance off of Lincoln Drive.
    b. Send a responsible student to the nurse's office for assistance. Administer
    c. appropriate first aid and/or CPR. First aid kits are located in the nurse's office.
    d. Send a responsible student to meet the emergency personnel at the designated entrance to the building.
    e. Notify school principal as to the seriousness of the accident. The principal will notify the Superintendent of Schools.

G. Eye Injuries
    a. Chemical Burns
        i. Flush the eye with a gentle stream of lukewarm water while holding the eye open. If only one eye is affected, turn the head so the injured eye is down. If both eyes are affected, tilt the head back and pour water onto the bridge of the nose. Flushing should continue at least 20 minutes. For acid/alkali burns, it may be necessary to remove jewelry and clothing which may be contaminated by the runoff. Ears may also become contaminated. Contact an optometrist or opthamologist and have the eyes examined.
    b. Penetrating Injuries of the Eye:
        i. Do not remove the object or wash the eye. Cover both eyes loosely. Stabilize the object. Keep the victim quiet on his/her back.

H. Insulin Reactions
(NOTE: A student will not have a reaction if not on insulin therapy).
    a. Insulin Reactions occur when the blood sugar level is too low. Insulin and exercise lower blood sugar. Food raises blood sugar. Good control requires that these three factors be balanced. Insulin reactions occur because of:
    b. Strenuous exercise not covered by extra food or reduced insulin.
    c. Too much insulin.
    d. Symptoms - Watch for any of these sudden changes:

Pallor	Irritability Blurred Vision Responses	Crying Confusion	Excessive Perspiration Inappropriate

Hunger Headache Dizziness Inattentiveness	Inability to Concentrate	Drowsiness Trembling Nausea	Lack of Coordination

*If the reaction is not treated, unconsciousness or convulsions may follow. Symptoms may vary, or may be absent. When in doubt, treat.

e. Treatment-At first sign of any of the above symptoms, the child with diabetes must be treated at once.
    i. Give some form of sugar immediately. This can be 2 large sugar cubes; fruit juice (1/2 cup); pop (1/2 cup-not diet); candy (equivalent to 6-7 lifesavers); commercial products such as Glucose or Glucose tablets. The child may need coaxing to eat.
    ii. The child should improve within 10-15 minutes. Then give him/her additional food and have him/her resume normal school activities.
    iii. If the child does not improve, repeat the treatment. If there is still no improvement, call the parents for additional instructions. NOTE: Do not give liquids if unconscious. Do not send the child to the nurse's office or away from the classroom alone.

I. (Suspected) Neck or Spinal Cord Injury
    a. Contact the school nurse
    b. Maintain open airway.
    c. Do not move victim.
    d. Do not transport victim.
    e. Call 911.

J. Poisoning/Food Poisoning
    a. Identify poison.
    b. Call poison control at 1-800-764-7661. Follow instructions.
    c. If doctor is required, take poison and container to doctor with victim.

K. Food Poisoning:
    a. Administer first aid, as needed.
    b. Notify School Nurse
    c. Call 911 or make appropriate medical referral.
    d. Call parent or guardian.
    e. Notify Nutrition Service Department.
    f. Building Administrator and staff will follow directives of medical authorities.

L. Shock
    a. Watch for cold, clammy skin, pale, bluish face, profuse sweating, weak, rapid pulse.
    b. Have person lie down.
    c. Maintain body temperature.
    d. Cover only enough to keep victim from losing body heat.

e. Reassure and calm the victim

.

STAFF OR STUDENTS EXPERIENCING ANY OF THESE MEDICAL EMERGENCIES SHOULD BE EVALUATED FURTHER FOR MEDICAL CARE. THE EMERGENCY MEDICAL SERVICE, 911, SHOULD BE CALLED. NOTIFY PARENT/GUARDIAN OF THE STUDENT, OR NEXT OF KIN OF A STAFF MEMBER.

Hazardous Materials Emergency:

Asbestos Hazard

All inquiries should be directed to the District's designated person, the Director of Maintenance.

1. Asbestos Records - Each building has a file located in the office which contains all information relating to asbestos.

2. Yellow Asbestos Warning Sign - The presence of a yellow asbestos warning sign indicates a danger area which should not be entered without instructions and/or consent of the District's designated person noted above.

3. Friable Asbestos - Friable asbestos is evident when the asbestos is falling or appearing in a powder form. It is also friable when the material can be easily crumbled between a finger and thumb. When it appears that there is open friable asbestos, contact the designated person noted above.

4. Demolition of any Building or Part Thereof - Prior to any demolition of any building or portion of a building, the designated person noted above must be contacted to determine if there is any building material which contains asbestos.

5. Major Asbestos Incident - A major asbestos incident occurs whenever there is eminent exposure or removal of asbestos. Should such an incident occur, the designated person noted above shall be in charge of the project. The designated person shall have the authority to close the area and/or bundling to all public and employees until such time that air testing indicates the area may be safely entered.

6. Contact with the Media - In the unlikely event of any publicity regarding asbestos in the schools, response from and on behalf of the District shall be through the designated person noted above.

Other Hazardous Materials

1. Evacuate the area if indoors. In the event of an outdoor occurrence (i.e. overturned tanker, train derailment, chemical fire, broken fuel line), leave students in school, keep all doors and windows closed and turn off outdoor ventilation unit, unless otherwise instructed.

2. If burns or blisters are encountered during hazardous material contact:
    a. Have someone call for ambulance - 911.
    b. For chemical burns to skin or eyes, flush burn with large amounts of water (15 to 20 min).
    c. If only one eye has been affected, flush from the nose outward to prevent contaminating the other eye.
    d. Have victim take off any contaminated clothing.
    e. Apply sterile dressing.
    f. If extensive, have victim lie down with legs elevated EXCEPT FOR FACIAL BURNS.
    g. For extensive facial burns, sit or prop victim up. Observe for breathing difficulty.
    h. Do not immerse or apply ice water. Apply cold pack to hands, face or feet if necessary.
    i. Bandage loosely with dry, clean dressing.
    j. Don't put ointment or pressure on burn.
    k. Don't break blisters or remove pieces of cloth stuck to burn.

3. Call Director of Maintenance Seth Putz
    934-4210 (218) 434-1149 (cell)

School Bus Accidents:

In the event of any vehicle accident, the following steps must be taken by the driver:

1. Stop immediately to investigate.
2. If necessary, evacuate the school bus to at least 100 feet and administer appropriate first aid.
    a. Inform the students that they need to evacuate the bus from the emergency exits.
    b. Remind the students to stay calm, and evacuate seat by seat, alternating sides.
    c. Remind the students to leave books and other articles in the bus; their safety is much more important.
3. Select a responsible person to call 911 from a nearby phone. Advise 911 operator of any injuries and location.
4. Protect the scene of the accident and passengers by having someone direct traffic ad set up flares of flags.
5. As soon as convenient, call Director of Transportation and report that there has been an accident and briefly describe the scene. The bus dispatcher will call the business office.
6. Insurance Information:
    Police Officer's Name Police Officer's Badge Number
    Police Report Number Police Department(s) Involved
    From each party involved, obtain:
    Driver's Name Driver's Address

Driver's Phone Number Insurance Company, Agent and phone

7. If it is known that a student receives an injury while on the bus or while getting on or off the bus, the following criteria shall be followed as to parental notification:
    a. If the possibilities of injury or actual injuries occur needing medical attention and/or hospitalization, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.
    b. If an accident occurs where there are no injuries, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.
8. If a school bus is involved in an accident, students will, if necessary, be taken to the doctor or hospital for diagnosis and/or treatment at the discretion of emergency personnel called to the scene.
9. Under the No Fault Insurance Law, all medical bills for students injured on the school bus are to be sent to the parent's automobile insurance company for payment. The parent's automobile insurance company is primarily responsible for medical payment in the event of injury in a motor vehicle.

PLEASE NOTE: It is important that we show courtesy and concern to all those individuals involved in an accident. It is inappropriate to discuss who may or may not be at fault. These matters are to be determined by the appropriate authorities.

Crisis Situations (Death/Terminal Illness)

Philosophical Statement:
The St. Peter North Elementary School Plan of Action for Crisis Situations is intended as means to help meet, deter and/or prevent crisis situations which limit students' opportunities for learning. The plan is also designed to help address the psychological and emotional needs of students and staff, specifically during times of crisis. We will generally interpret crisis to mean:

1. Death of a student
2. Death of student's parent or sibling
3. Death of a school district employee
4. Suicide
5. A terminal illness which affects any student or employee
6. Any other tragedy of local concern/importance

By addressing the above situations we hope to assist, as best we can, our students and staff in coping with the tragedy productively by using a basic plan of action.

Crisis Team

TITLE:	NAME:	PHONE:	CELLPHONE:
Principal:	Darin Doherty	934-3260	507-351-0040

Social Worker	Dave Ribar	934-3260	763-807-6432
Social Worker	Mandy Kennedy	934-3260	507-340-0386
School Nurse	Dolores Griffith	934-3260	507-514-0769

Emergency Response Plan:

1. Any district employee who has knowledge of a perceived crisis should contact the principal or designee. The principal should verify the situation and then call the Crisis Team to meet in the principal's office to identify the procedure to be followed and prepare a statement to be read by classroom teachers if necessary. The team will also decide the manner in which the deceased's personal belongings will be cared for.

2. The school staff, including non-certified members, could meet prior to contact with students. At that meeting they will be informed of the crisis and given all pertinent information. Staff will be notified of the meeting via the attached chart. In the event a crisis occurs during the school day, the Crisis Team will be assembled as soon as possible. Information will be communicated to each teacher as necessary.

3. Any statements to the press will be handled by the principal or designee. The secretarial staff will be made aware of who is in charge and will review procedures for handling requests or calls from parents, news media, etc.

4. Under most circumstances no large group assemblies will be held to inform students of the incident. Rather, students will be informed by their classroom teacher. A written statement to be read to each classroom may be made available at the staff meeting. The Crisis Team will decide which grade levels will be notified. Teachers are encouraged to handle all expressions of grief in their class to the extent that they are comfortable. Discussion in the classroom should not "glorify: the situation, but be serious, frank and supportive. Facts should be stressed to diminish rumor and sensationalism. Classes will be run as routine as possible, however, teachers will be alert to identify "high risk" students. Teachers will be aware that the Crisis Team members are available to students and may allow students to leave class to access them. If death was by suicide, teachers should emphasize this tragedy as an error in judgment, and was a permanent solution to a temporary problem. Encourage students to talk about ways to cope with stress, including the stress of this event.

5. School social worker may be made available to an entire class if a student from that class is directly affected or if otherwise deemed necessary.

6. If necessary, at the close of the school day, staff members could meet to assess the situation, make plans for the next day, and identify high risk students to the Crisis Team. At this time outside student referrals and parent contacts will be reviewed.

7. As additional information becomes available, the Crisis Team will decide how it should be disseminated and by whom. One member of the Crisis Team will be responsible for gathering funeral

arrangement information and for preparing details for student and faculty attendance at the visitation and funeral. Students are not encouraged to leave school to attend the funeral in the event of a suicide.

8. The Crisis Team may decide if outside professional help, such as Klein Funeral Home, The St. Peter Ministerial Association, Sioux Trails Mental Health Center, the St. Peter Clinic, and Nicollet County Social Services, is needed. The roles of these outside specialists may include:

A. Co-facilitators in student support situations
B. Expertise and assessment
C. Visiting classrooms of affected students
D. Support for teachers/staff
E. Referral for highly distressed individuals

9. The principal and a staff member who has been well acquainted with the student should make contact with parents, when appropriate, to express the school's condolence. Visiting the family is encouraged.

10. On the day following the funeral, the Crisis Team may prepare a statement to be read by teachers to their classroom. This statement should express the support students and faculty have shown to each other and remind students that support staff remain available. After this statement, teachers should move towards closure while still allowing expressions of grief. Concern for high risk students should be reported to the support staff.

11. A faculty meeting may be held one week later to discuss the interventions which took place and to give the staff a time to reflect, offer support to each other, and offer suggestions to the Crisis Team.

12. The Crisis Team will carefully review all memorial requests made at school for the deceased.

Practices to Consider for Death by Suicide:

1. Reduce guilt of survivors
2. Increase psychological distance between survivors and victims to prevent modeling of victim's behavior
3. Consult with media to down-play glamorization
4. Consult funeral directors
5. Avoid excess attention given to victim, e.g., dedication of yearbook or newspapers, large assemblies, in-school memorial service, canceling school, etc.
6. Establish appropriate support groups to deal with grief issues.

Events of Crisis on School Premises:

1. Call 911 for emergency help
2. Isolate the area
3. The principal or designee will contact the proper authorities (sheriff, police, etc.)

4. Notify the parents
5. Prepare fact sheet for staff and disperse at the appropriate time
6. Make students aware of the facts judged to be appropriate

SUICIDE/DEATH - SCHOOL RESPONSE

I. INTRODUCTION

When a young person commits suicide, or suffers any kind of tragic death, the principal of a school is confronted immediately with serious problems; verifying what happened, containing the information, protecting the privacy of the family, helping students cope with the death, communicating beyond the school, bringing the resources of the community to bear on the problem, dealing with parents, and minimizing the possibility that other students may imitate the behavior and take their own lives. The first 48 hours are crucial.

II. SUGGESTED PROCEDURES

A. Building Administrator to establish crisis team.
   1. Principal-Committee Chair
   2. Administrators
   3. Social Worker
   4. School Nurse
   5. Significant teacher and/or staff
   6. Psychologist
   7. Superintendent-District Spokesperson

B. Steps to follow:
   1. Team meets at earliest convenience to develop plan of action. Plan may include:
   2. Protect privacy of family
   3. Verify the death
   4. Notify Superintendent (spokesperson)
   5. Announce the death to students and staff
   6. Make counselors available to students and provide rooms for students to meet in small groups
   7. Contact community resources
   8. Hold faculty meeting and identify students about whom faculty are concerned
   9. NEXT DAY:Hold small group meetings with students - announce funeral arrangements

III. DETAILED EXPLANATION OF FIRST 48 HOURS (a - h above)

A. Protect privacy of family
   a. Contain the story and protect the privacy of the family. If the story is true, the family of the student has experienced a terrible loss. Respect for their privacy is important. Make

up your mind right then not to refer to the death as a “suicide” and move to contain the story until it has been verified

b. Direct the student who brings you the message not to repeat it to anyone. Explain that the information has not been verified. Even if it is correct, explain that it is important that the announcement comes from the principal in an appropriate and official manner. This will help to relieve undue distress.
c. Instruct the secretaries and others in the office not to repeat anything that has been said or to give out any information until you have verified the report. Say, “I need your help. We must not allow news of this incident to get out of hand, and we must not use the word “suicide” in
d. any conversation. We must protect the privacy of the family. If this has occurred, the family has suffered a terrible loss. Our first concern must must be to do nothing that will be disturbing to the family.”
e. Emphasize the Right to Privacy: Your initial response should be designed to protect the privacy of the family. If a student commits suicide, the family has suffered a tragic loss. The problems of the family take precedence over the problems for the school. The privacy of the family must be honored. The school must not report anything that might be perceived as degrading by the family involved. Suicide is a taboo in our society. Some families will have great difficulty accepting the fact that their child committed suicide and may go to great lengths to cover the fact that the death was a suicide. If the school announces that a suicide occurred, the family may be offended.

The final determination of whether a death is suicide is often a complex legal matter, regardless of notes that may have been left or other evidence discovered after the death. A coroner may rule the death an accident, despite the fact that much of the evidence suggests suicide. Coroners and police investigators are aware that insurance Considerations and emotional stability in the family may be involved. An official statement from the school that a student committed suicide may evoke protest from the parents. The school should restrict the flow of any information that may be damaging to the parents or other children in the family.

B. Verify Death

Verify the fact that the reported death did occur. Do not refer to the death as a suicide. Do nothing until you are positive that the information received is accurate, but do everything you can to verify the facts of the case. Make the calls yourself. Call the police or coroner if necessary. Hospitals usually will not give out information. Do not call the home.

If the death is verified, notify the superintendent immediately. If you are unable to verify the death quickly, notify the superintendent of developments and get back with more information as soon as you verify it.

You must verify the fact that a death occurred. If a student is reported to have committed suicide (or to have died in an automobile accident for that matter), the death must be verified. Further, if the

death was a suicide, the fact of the suicide also must be verified, and that information must be handled with great care.

Information about the death may come into the school from many sources; from a child who lives next door to the deceased, from a student who overheard his father who is a police officer talk about the incident at home, or in some other way. Depending on what time of day the death occurred or when the body was discovered, the incident may have been reported on the evening television news or in the morning paper.

However, the initial information gets to you, you must verify the facts of the matter. Calls to the local police station or coroner will be important to determine precisely what happened. Be certain to whom you are talking, identify yourself as principal of the school, and maintain a log of all communications.

C. Notify Superintendent (official contact person)

1. Make no statement to any reporter. Do not inform reporters that you verified the fact that a death occurred.

2. Direct all reporters and camera crews to leave the building. Point out that adopted school board policy prohibits news media people inside the building during the school day.

3. Inform reporters that information will be available only from the office of superintendent of schools.

4. Do not allow the reporter to interview any student or staff member in the school or on the school grounds.

Implicit in the above scenario are several decisions by the principal, which stem from policies in place before the crisis occurred. Thus, the principal was able to act decisively and without delay. These policies are discussed below.

5. Communicate: In the first few hours, communication from a single source is important. Refer all inquiries from outside the school to the superintendent of schools. One person from that office should serve as spokesperson for the district. Maintain close communication with that one person.

D. Announcing Death to Students and Staff - Share information with appropriate building staff

1. Inform teachers before school, or as soon as possible.

2. Call a brief staff meeting:
   a. Share baseline of information
   b. Discuss plan of action
   c. Support

3. Each building will have a plan for notifying the staff in the event of a suicide on the weekend or during vacation. (See emergency calling tree for South Elementary)

   When a suicide is reported, hold a meeting of the faculty as soon as possible. If it has to wait until the end of the day, give notice of the meeting early. As soon as you know the facts about the suicide, prepare a brief written announcement to be distributed to teachers, which they can read to students simultaneously to students throughout the school.

4. Formal Statement: Prepare a formal statement to be read aloud to students over the public address system in the school. Do not try to extemporize. If you do not read the announcement, it should be read by the person who typically makes announcements. Do not state that the death was a suicide. Do not call an all-school assembly to make the announcement, because questions could be raised and discussion develop that might cause the situation to get out of control. The statement

   to be read should say something like the following:

   "We have just been informed that _____, a student in the _____ grade in this school, has died. The funeral arrangements have not been completed. As soon as we learn, we will let you know when the funeral will take place. Those of you who want to discuss your feelings about _____'s death may meet in Room _____, where you will receive further instruction."

E. Make counselors available to students and provide rooms for students to meet in small groups.

1. Counselors and nurse visit classrooms of the students to talk with students and answer questions.
2. Another counselor visits the classrooms of the siblings.
3. Establish a crisis room.
   a. Staffed at all times

b. Teachers prepared to allow students access

4. Help students: Students must have an opportunity to express their confusion and grief in a safe, supportive environment. They must be reassured that they are in the company of caring professionals. The death of a classmate may leave survivors with feelings of abandonment and rejection. The tendency to blame, common after any death, is always evidence following a suicide.

Attempted suicides and completed suicides also increase after stories about suicide appear in newspapers or on television. Imitation by adolescents is common, and teachers must be cautious about discussing suicide with any young person.

If you learn about the death late in the school day, do not allow the students or staff to leave the building without informing them about the death and offering help. Be prepared for the fact that students will stream into the halls after the announcement of a death crying or sobbing uncontrollably. Have a plan for students to meet with counselors and others to discuss the death.

Arrange meetings for students who may be deeply affected by the death. Meet in small groups. Do not allow peer counselors to conduct these meetings. Have a professional present in every room. Ask, “Are there any others who should be invited?” Encourage students to express their feelings. Recognize the various stages of bereavement and recovery; denial, anger, acceptance, and resolution. Help students work through these stages.

Avoid isolated discussions of suicide. Identify healthy coping strategies available to young people and emphasize the futility of suicide as an option. Do not dramatize the death, and do not dwell on the details of how the student took his or her life. Be as truthful as possible. Help students understand the importance of protecting the privacy of the family.

Teams should discuss staff and students who are at risk for reactions-
i.e. those who may have experience recent personal loss-and determine a support system.

F. Contact Community Resources

Specify procedures for establishing contact with officials of local agencies, who may be called on for help. Designate a person who is responsible for initiating and maintaining contact with various community agencies.

Ask student personnel specialists from central office and others from the school and the community who are members of the School Crisis Network (for example, clergy, counselors, psychologists, social workers) to assist you and your staff in working with students and parents.

G. Hold faculty meeting after school (Day 1)

H. Funeral (Announce funeral arrangements when they become known)

I. Hold small group meetings for students (Day 2)

J. Follow-up Plan
   1. Team should meet to determine if the following are needed:
      a. Parent information session and how to meet students' concerns regarding the incident
      b. Grief course
      c. Grief groups for students

   2. Team members may want to visit with the family several weeks later.

K. Do's and Don'ts Regarding Suicide
   You must know what you are going to do before a suicide occurs.

Do not allow anyone to describe the suicide as a heroic act. Do not fly the school flag at half-mast. Do not observe a moment of silence in school. Do not have a memorial service at school or an "In Memoriam" page in the yearbook. Do not glorify the death in any way.

Decide, before you are asked, if you are willing to deliver a eulogy at the funeral. What you say at such a gathering can have great impact-in positive or negative ways. The death of a young person from any cause is saddening, death by suicide is tragic. Emphasize that there are other options than taking one's own life.

By the third day, try to get things back to normal. But be sensitive to the fact that certain students may have been profoundly affected by the death. These students need special help.

Vandalism/Burglary:

A. When an act of vandalism or a break-in has been discovered, the following plans should be followed:
   1. Do not enter the building; go to the nearest phone and call the police - 911.

   2. If you have entered the building and you find there has been a break-in, do not touch anything. Leave everything alone and call the police and wait for them to give you the orders to clean up or to make repairs.

   3. Notify the head building custodian.

4. Notify the building principal/program supervisor.

5. Notify the Maintenance Supervisor.

6. Notify the St. Peter Police Department.

B. The custodial building head, working in conjunction with the maintenance department, should secure the building after the police or sheriff's office has completed their preliminary investigation and then should complete the cleanup and repair the damage as necessary. The building principal should compile an inventory of damage or stolen items and additional information relative to damage or loss must be reported to the Business Office on the approval vandalism form (sample attached).

C. The maintenance supervisor should summarize the event and develop repair and replacement cost estimates relative to building damage. This report should be submitted to the Business Office no later than 48 hours following the event (excluding weekends and holidays).

District Office Information Police Case No._____

INDEPENDENT SCHOOL DISTRICT #508
VANDALISM/BREAK-IN REPORT

School: _____ Date of Report:_____
Time and Date Problem Discovered:_____
Time and Date Reported to Authorities:_____
(Use 911 only if emergency still exists)

Time and Date Reported to Supervisor:_____

PLEASE BE AS DESCRIPTIVE AS POSSIBLE

Type of Vandalism_____

_____

_____

Visible Damage_____

_____

_____

Items Known To Be Missing_____

_____

_____

Comments_____

Building Principal _____

Maintenance Supervisor_____

Student Elopement Plan

North Elementary School

Elopement is defined as a student leaving an assigned area without permission from or knowledge of staff, often to escape and/or avoid a school-related situation or task. Along with the following general guidelines, individual plans are developed for students on an as-needed basis. Please contact the principal for additional information.

In the case of an elopement, North Elementary School will respond with the following procedure (or individual student plan on file).

Notifying office and staff:

* Notify office with name and last location.

* Office staff will notify all staff, "Code F.A.S.T. , (Student Name and Last Known Location)"

* When student is located, contact office and all staff will be notified, "F.A.S.T cancelled."

Staff Assignments:

***** F.A.S.T (Free/Available Staff Team) team: Student support services, administration, attendance secretary, all other available staff members.

* All staff will look in their classrooms, outside their windows and immediate hallway areas.

* The F.A.S.T. (Free/Available Staff Team) group should report to the office immediately, person designated as the "Main Contact" will form 3 search groups.

* Group 1 - will search 3rd floor restrooms, work areas, hallways, and unoccupied classrooms.

* Group 2 - will search 2nd floor restrooms, workrooms, nurse's office, and hallways, and unoccupied classrooms.

* Group 3 - will search 1st floor restrooms, gym/stage areas, and cafeteria

* Group 4 - will search outside perimeter of the building

* Any staff member that locates student should communicate with the main contact person immediately.

Who/when to notify police and parent(s):

*Principal is responsible for police and parent notification.

* In the event that the student is unaccounted for and his/her location is still unknown after F.A.S.T search, police liaison/police station should be called and parents notified at that time.

* In the event that the student has eloped and it is known that the student is outside the school building, police liaison/police station should be called IMMEDIATELY and parents notified at that time.

* Parental notification of ANY wandering incident is required, including incidents where the student may have wandered within the building and will be done by the principal or his/her designee.

Saint Peter Middle School
Emergency Action Plan
2025-2026



100 Lincoln Drive
St. Peter MN 56082
507-934-4210

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Introduction:

These emergency procedures are designed to provide guidance to those having responsibility for the safety of pupils, school staff, and users of school facilities.

Common sense should dictate the reaction of school authorities to emergency situations. All situations CANNOT be neatly defined into a category for which hard and fast guidelines can be drawn. Individual judgment will need to be exercised in given situations. Continuing and meaningful efforts to prevent incidents that lead to emergency situations should be the area of greatest concern. In addition to the safety protocols outlined in this document, Saint Peter Middle School's comprehensive school safety plan includes proactive teaching of appropriate school behavior through its PBIS program, supporting students' social emotional health through advisory, explicitly teaching social emotional/relationship skills through its Health and Family Consumer Science courses, and offering students additional targeted supports through its student support team.

The emergency plans included in this document meet requirements set forth by the state of Minnesota and Board Policy 806: Crisis Management and are based off of guidance provided by *Homeland Security and Emergency Management's Comprehensive School Safety Guide* and *The I Love you Guys's* Standard Response Protocol.

Emergency Teams:

Saint Peter Public Schools utilizes three broad teams in its emergency planning and management. Teams consist of the following:

District Emergency Response Team:

The district response team develops the school emergency plan with local community response agencies. The district response also assists building response teams with planning, training, and drills to ensure compliance with state drill requirements and continuity of planning. The team may also perform incident command functions typically reserved for district-level response such as public information, finance, or behavioral health crisis intervention.

Building Emergency Response Team:

Each school facility has an emergency response team consisting of staff trained to perform emergency response functions according to the school district emergency plan. Building level teams are responsible for developing and revising the building emergency plan and procedures, training staff, conducting required drills, documenting and evaluating drill performance, and response to real incidents.

Building Medical Emergency Response Team:

Each school facility has a medical response team to provide assistance in medical emergencies until emergency responders arrive. Medical response teams are trained in First Aid, CPR, and the use of AEDs.

Emergency Response Team Membership:
*Individuals are listed in order of chain of command.

District Emergency Team:

1. Jon Graff - Superintendent, Emergency Coordinator
2. Seth Putz - Buildings and Grounds Supervisor
3. Jessi Buttell - Middle School Principal and Safety and Security Team Coordinator
4. Ytive Prafke - Special Programs Director
5. Darin Doherty - North Elementary Principal
6. Annette Engeldinger - High School Principal
7. Jana Sykora - South Elementary Principal
8. Jon Hughes - School Resource Office
9. Rachel Fitch - School Nurse
10. Shea Roehrkasse - Activities Director
11. Tami Skinner - Community Education Director
12. Monica Hasch - Saints Bus

SPMS Emergency Team:

1. Jessi Buttell - Principal, Emergency Coordinator
2. Steve Alger - Dean of Students
3. Ashley Hughes - Case Facilitator
4. Michelle Doose - Guidance Counselor
5. Kylie Kuhlman - Social Worker
6. Kari Lauwagie - Social Worker
7. Jon Hughes - Police Liaison
8. Jerry Doyle - Head Custodian
9. XXXX - Head Cook
10. Jean Baca - Attendance Secretary/Receptionist
11. Kaylen Haack - Principal's secretary
12. Rachel Fitch/Angela Bruns - Health office

SPMS Medical Emergency Team:

1. Rachel Fitch - School Nurse, Medical Emergency Coordinator
2. Cari Panitzke - S.S. Teacher & Certified EMT
3. Jon Hughes - Police Liaison Officer
4. Kris Sandborg - P.E. Teacher & Certified First Aid/CPR Trainer
5. Angela Bruns - Health Aid
6. Jessi Buttell - Principal
7. Steve Alger - Dean of Students
8. Ashley Hughes - Case Facilitator
9. Pat Klubben - STEM Teacher

Emergency Coordinator Responsibilities:
Each Principal or program lead will determine a coordinator for their respective building's emergency response team. Emergency response team coordinators will have the primary responsibilities of:

1. Development and coordination of the school emergency plan
2. Informing staff members, students, and parents about the plan
3. Training staff and personnel on emergency procedures
4. Set up a clearly defined chain of command so that safety procedures can be appropriately carried out in the event of their absence from the building.

At SPMS, Jessi Buttell, Principal, will assume the role of emergency coordinator. Jessi can be reached at 507-720-2350, district radio, or via the Crisis Go App. In the case of Jessi's absence, Steve Alger, Dean of Students will assume the role of emergency coordinator. Steve can be reached at 507-720-5148, district radio, or via the Crisis Go App. Refer to the chain of command listed above in the event both Jessi and Steve are absent.

In general, building emergency response teams are responsible for ensuring the following:

1. Assure responsible authority and chain of command
2. Be able to communicate through a clearly defined communication plan
3. Be prepared to evacuate the building and have holding areas for all students
4. Be prepared to use the school facilities for a shelter, inclusive of plans for shelter in place and lock down.
5. Be prepared to transport students under emergency conditions

Incident Command:
The middle school office will be the site of incident command unless the emergency situation determines the need for an alternate location.
Building Security Plan
Saint Peter Public Schools utilizes four levels, or tiers, of security to guide its operations. The following outlines the levels of security and specific actions associated with each

Saint Peter Middle School Building Security Plan

Security Level	Actions
Lockdown	• The heightened security plan will be followed. • An announcement will be made over the intercom identifying a Lockdown • Staff will secure classroom entrances, offices, or work areas, and will not allow students to leave their areas. • The building principal or designee will call the Saint Peter Police Department for assistance (should this be 911?) • Teachers will check student rosters to ensure all student are accounted for • Communication will be provided via the Crisis Go App
Shelter In Place	• Students may not be allowed out of the building unless they are turned over to a parent/guardian or are authorized to return home via school transportation. This decision will be made after consultation with local law enforcement authorities. • Parents/Guardians, or any other persons needing to know, will be notified via the media. • The Saint Peter Police Department will be consulted. Law enforcement

	officials will advise the District as to whether or not the area around the school site is safe. • All other heightened security measures will be activated.
Heightened	• All general security practices will continue to be followed • Risks will be assessed on a regular basis with consultation from public safety officials • School administrators, counselors, and designated personnel will increase presence in and around school buildings • All school personnel will be notified and instructed to be looking for any suspicious activities or behaviors. Any suspicions should immediately be reported to administration • If any specific individuals are identified as at risk, parents/guardians, or any other persons needing to know will be notified in a timely manner. • Once a thorough threat assessment has been completed, The principal or designee will make determination about the level of security. • The Principal or designee will inform the local police of the situation.
General	• The office door (A), gym lobby door, and D.O. doors will open to allow student entrance at 8:05 am. They will remain open until 8:25 am. • At 8:25 am, all doors except the main office door will lock. • All visitors are required to check in., receive a visitor badge, and be buzzed out of the office in order to enter the main building. • On nights when there is an event, the gym lobby doors will remain open until the conclusion of the event. • Signs are posted at every entrance directing visitors to the main office. • All school personnel are required to wear school identification badges. • All school personnel are directed to approach visitors who are not wearing a name badge to greet them and direct them to the appropriate office. • If school personnel observe suspicious behavior by visitors, they are directed to contact the main office.

Emergency Communications Plan

Saint Peter Public Schools utilizes a number of communication tools to support its Emergency Management Plans. The following outline is intended to provide guidance on the use of each during an emergency situation. Communication tools include the following: Building intercom systems, building telephones, individual cell phones, Crisis Go app, district two way radios, dispatch radios, the fire alarm, and Thrillshare communication app.

Informing/Communicating with Emergency Responders:

Best: Phone Dialing 911 via telephone is always the best option. Stay on the line with dispatch as long as it is safe. Phone calls made by district telephone can be pinpointed to precise locations. Cell phone locations can be located, but not as precisely. Anyone can call 911 from any location.

Next Best: Dispatch Radio Each building has access to emergency radios that link directly to county dispatch. There is only one dispatch radio per building, so information must first be relayed to the individual in possession of the radio. If the situation becomes unsafe and office staff must move away from telephones, radio contact becomes a priority.

Informing Students and Staff:

Best: School Intercom School intercoms are an effective means of communicating information instantly with an entire building. Use of intercoms is a best option as long as it is safe to do so.

Next Best: Crisis Go is an effective means of communicating with in-school groups and those who may not be in the building (PE/Recess) during a crisis situation. Best case scenario, intercom and Crisis Go are utilized simultaneously.

District Radio: In the event of a crisis (not a drill) district radios will play a minimal role.

Fire Alarm: When the fire alarm sounds, it always signals an immediate evacuation from the building.

*Staff will be notified of district/school emergency action plans during fall workshop week staff meetings.
*Students will be notified of district/school emergency action plans during grade level handbook meetings and regularly scheduled drills that are held throughout the school year.

Informing Parents/Guardians:
Thrillshare notification system will be utilized for mass communication to parents/guardians.
All emergency messages must receive approval from the superintendent of schools.

*Parents/Guardians will be notified of district/school emergency action plans the second week of school via the weekly parent newsletter.

Informing Media and Community:
The superintendent or designee will handle all media requests and construct/create all district level messages to the media

Informing/Communicating with Emergency Responders:	
Best	Phone (911)
Next Best	Dispatch Radio (located in office)

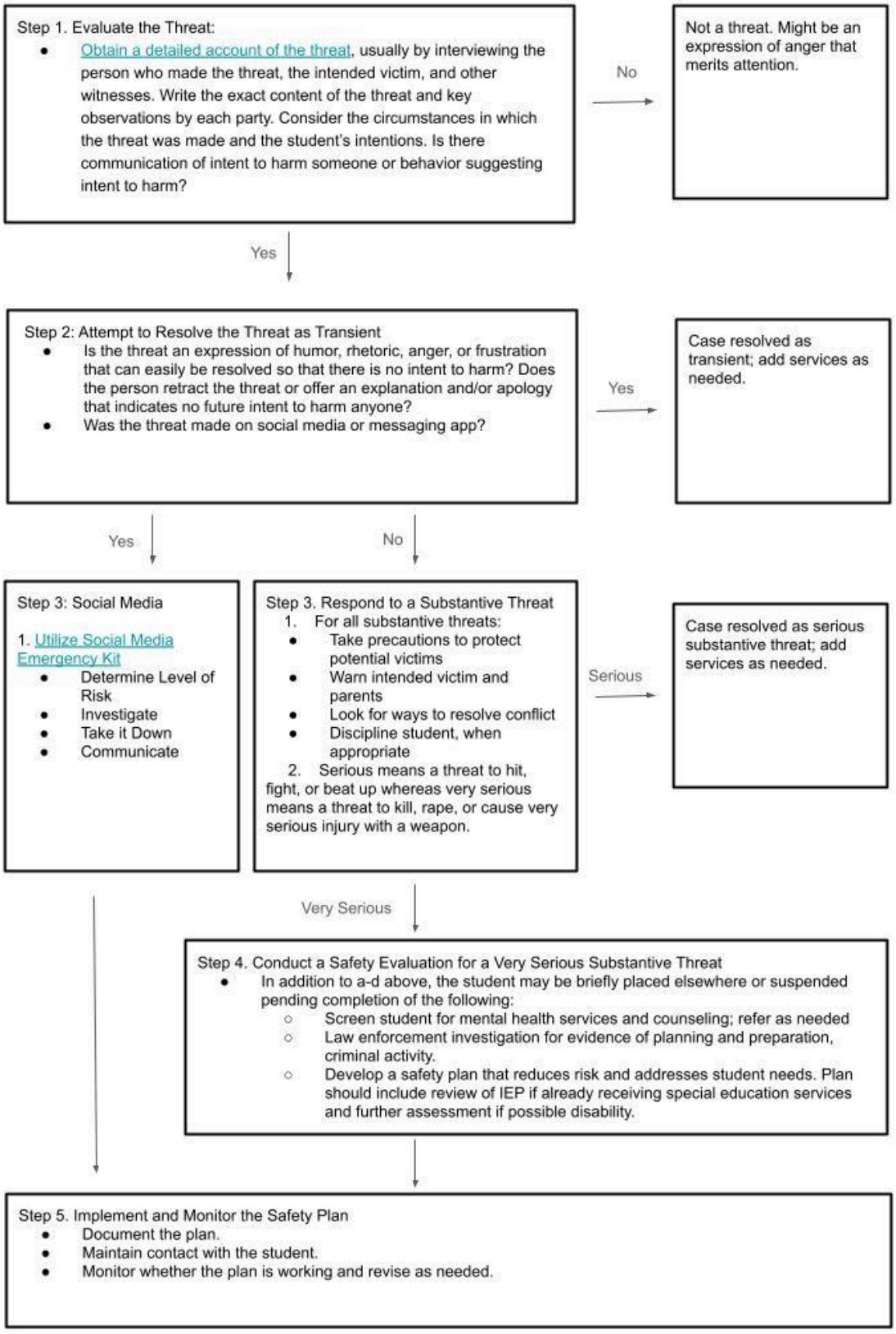
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Informing/Communicating with Students and Staff:	
Best	School Intercom and Crisis Go App Simultaneously
Next Best	1. School Intercom 2. Crisis Go App
Alternative	District Radio and/or Runners
*Fire Alarm	Always signals to evacuate the building

Informing/Communicating with Parents/Guardians
Thrillshare communications app

Informing/Communicating with Media and Community
The superintendent or their designee will handle all communication with the media.

Threat Assessment Protocol:



Emergency Contact List:

The following is list of people to be called and notified in the event of a school emergency

a.	Jon Graff, Superintendent	507.934.5703 x1005	507.720.5118 (C)
b.	Jon Graff, Principal	507.934.4210 x5019	507.720.5118 (C)
	Steve Alger, Dean of Students	507.934.4210 x 5099	507.720.5148 (C)
c.	Seth Putz, Buildings/Grounds Supervisor	507.934.4210 x1032	218.434.1149 (C)
d.	Jerry Doyle, Head Custodian	507.934.4210 x5013	
e.	Jon Hughes, Resource Officer		507.491.0992 (C)
f.	Rachel Fitch, School Nurse		507-317-0537 (C)
e.	River's Edge Hospital & Clinic	507.931.2200 (if applicable)	
f.	St. Peter Fire Department	911 or 931-1120 (if applicable)	
g.	St. Peter Police Department	911 or 507.931.1550 (if applicable)	
h.	Nicollet County Sheriff	507.931.1570 (if applicable)	

Additional Emergency Contact Information

Regulatory Coordinator

Seth Putz	507.934.4210 x1032 (M)	218.434.1149 (C)

Administration

Jon Graff	Superintendent	507.934.5703 (W)	507.720.5118(C)
Jessi Buttell	SPMS Principal	507.934.4210 x5019	507.720.5118 (C)
Steve Alger	Dean of Students	507.934.4210 x5099	507.720.5148 (C)
Ytive Prafke	Special Programs Director		
Jana Sykora	South Elementary Principal		
Darin Doherty	North Elementary Principal		
Annette Engeldinger	High School Principal		

General

Ambulance	911 or 931-2200
Fire Department	911 or 931-1550
Police	911 or 931-1550
Sheriff	911 or 931-1570
Civil Defense - Nicollet County	931-6800
	931-1550 (After Hours)
Fire Marshal - Thomas Roessler	507-602-0651
Saint Peter Community Hospital	911 or 931-2200
Weather Bureau-Nicollet County Sheriff	931-1570
City of Saint Peter	934-4840
Poison Control Center	1-800-222-1222
National Suicide Crisis	1-800-784-2433
South Central Mobile Crisis Line	1-877-399-3040

Maintenance

Seth Putz	Buildings/Grounds Supervisor	507.934.4210 x1032(W) 281.434.1149
Jerry Doyle	Head Custodian	507.934.4210 x5013 (W)

Bus

Monica Hasch	Saints Bus	507-934-4690

Food Service

Emily Craig	320-760-3231

Repair

Call in case of emergency **<u>if the Head Custodian or Operations and Maintenance Supervisor</u>** cannot be reached.

	Company	Phone
Plumbing:	Andresen Plumbing	507-931-9020
Boiler Work:	Adams Mechanic	612-417-0425
Electrical:	BLK Electric	507-388-1173
Fire Alarm:	Alarm Monitoring Services	507-345-4185
Card Entrances/Cameras:	A+	507-625-6554

Utilities

	Company	Phone
Electric:	City of Saint Peter	934-4840
Natural Gas:	CenterPoint Energy	1-612-321-5050
Telephone:	Arvig	1-866-897-3469

Fax:	Consolidated	507-387-1151
Internet	Consolidated	507-387-1151

Crisis Response Team

BUILDING	NAME	PHONE	MOBILE #
Nicollet Co. Nurse	Rebecca Willette	934-7226	(507) 479-3085

General Crisis Management Plans:
Saint Peter Public School's crisis management plans follow the Standard Response Protocol (SRP) (version 4.2, 2024) from the I Love You Guys Foundation. The plans cover building security, classroom/building/campus evacuation, and sheltering procedures using six key actions: Hold, Secure, Lockdown, Evacuate, Shelter, and Reunify.



HOLD **SECURE** **LOCKDOWN** **EVACUATE** **SHELTER** **REUNIFY**

District-wide immediate response actions and when to call a response protocol:



HOLD

- Medical Emergency
- Mental Health Crisis
- Student Behavior Crisis



SECURE

- Unknown or unauthorized person on the school grounds
- Dangerous animal on school grounds
- Suicidal Thought/ Attempt/ Completion
- Demonstration/ Disturbance
- Criminal activity in area
- Planned police actvitiy in the neighborhood



LOCKDOWN

- Dangerous animal within the school building
- Intruder/ Hostage
- Angry or violent parent or student
- Report of a weapon



EVACUTE

- Bomb Threat
- Fire
- Hazardous Material Release/ Spill



POLICE LEAD EVACUATION

- After a lockdown



SHELTER

- Hazardous Materila Spill/ Release Outside
- Tornado
- Severe Weather
- Flooding



REUNIFY

- Due to Weather
- Power outage
- Hazmat event
- School crisis



HOLD
In Your Room or Area.

HOLD
IN YOUR ROOM OR AREA.
There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

During a Hold, there may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

PUBLIC ADDRESS
The public address for Hold is: "Hold in your room or area. Clear the Halls."

It is repeated twice each time the public address is performed. There may be a need to add directives for students who are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls.
Hold in your room or area. Clear the Halls."

An example of a medical emergency message would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

PUBLIC ADDRESS - RELEASE
A Hold Action can be released by Public Address.

When it's been resolved:

"Students and staff, the Hold is released. All clear. Thank you for your assistance in making this Hold work smoothly."

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

ACTIONS
Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that, prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

RESPONSIBILITY
Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION
Student, teacher, and administrator training.

Reinforce with students and staff that during a Hold, classroom activities will continue while the incident is addressed. Administrators should make a plan for communicating with staff, students, and parents/guardians after a Hold is cleared to provide pertinent information about the incident.

DRILLS
Hold should be drilled at least once a year, or as mandated by state requirements.

CONTINGENCIES
Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS
The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.

SECURE
Get Inside. Lock Outside Doors.

SECURE
GET INSIDE, LOCK OUTSIDE DOORS.
The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

PUBLIC ADDRESS
The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.
Secure! Get Inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

PUBLIC ADDRESS - RELEASE
A Secure Action can be released by Public Address.

"The Secure is released. All Clear.
The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear.
Thank you for your assistance with making this Secure work smoothly."

ACTIONS
The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

ADDING A LIFECYCLE TO THE SECURE PROTOCOL
As a situation evolves there may be more information available to guide decision making. With the Secure Action, there is the option to transition from the initial response of "No one in or out" to some access control.

NO ONE IN OR OUT
The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

CONTROLLED RELEASE
An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

MONITORED ENTRY
When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement, and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.



LOCKDOWN
Locks, Lights, Out of Sight.

LOCKDOWN.
LOCKS, LIGHTS, OUT OF SIGHT
Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

PUBLIC ADDRESS
The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!

Lockdown! Locks, Lights, Out of Sight!"

ACTIONS
The Lockdown Action advises making rooms look unoccupied by locking individual classroom doors, offices, and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights, and having occupants maintain silence.

Most schools have implemented policies requiring all exterior doors be locked during the school day, consistent with current best practices. Therefore, the protocol advises leaving the exterior doors as is during a Lockdown Action. Be certain there's a plan for allowing local first responders to gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

RESPONSIBILITY
The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

REPORTED BY
When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

PREPARATION
Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member, or school administrator to unlock it.

DRILLS
Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the "SRP Lockdown Drill" section of this book.



EVACUATE

A location may be stated.

EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An off-site evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method:

Link to either your website or **https://iloveuguys.org** for them to learn more.

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.

Evacuate! To a location."

ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points, and evacuation sites, as well as student, teacher, and administrator training. An evacuation site may become the reunification site, so plan accordingly. Ideally, plan to have an off-site evacuation facility that's within walking distance, and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from **iloveuguys.org**.

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take attendance after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

CONTINGENCIES

Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for attendance or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials section for examples.

POLICE LED
Evacuation after a Lockdown

POLICE LED EVACUATION
In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building after a Lockdown, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS
There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS
As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses, or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT
Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct, and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

EMOTIONAL RESPONSIBILITY
There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce the trauma that might be associated with a Police Led Evacuation.

PREPARATION
Student, teacher, and administrator training.

In the event of a police-led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

MEDIA MESSAGING
To the media/community after an event.

Example Situation: Violent Event

"On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process."

DISPATCH MESSAGING
To responding officers during an event.

Example Situation: Police Led Evacuation

"(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (timestamp)"

LAW ENFORCEMENT MESSAGING
To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

LAW ENFORCEMENT GUIDANCE
Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

CONTINGENCIES
Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may Hold in their classroom and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

TRANSPORTATION
During a police-led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.



SHELTER

State the Hazard and Safety Strategy.

SHELTER
STATE THE HAZARD AND SAFETY STRATEGY

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

PUBLIC ADDRESS

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter! For a hazard. Using safety strategy.

Shelter! For a hazard. Using safety strategy."

For a tornado, an example would be:

"Shelter for a tornado. Go to the tornado shelter.

Shelter for a tornado. Go to the tornado shelter."

After the danger has passed:

"Students and staff, the Shelter is released. All clear. Thank you for your assistance and patience during the Shelter."

HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE:

- Evacuate to Shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION

Identification and marking of facility Shelter areas.

DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (https://iloveuguys.org/The-Standard-Response-Protocol.html).

Emergency Specific Action Plans:
The following pages detail action plans for specific emergency scenarios.

Assault and Rape:
In the event there is an occurrence of rape and/or serious assault, school personnel should follow these procedures:
Medical Procedures

1. Render first aid to the victim.
2. Phone the police, 911.
3. Notify the school counselor or school social worker.
4. Check for:
    a. Emergency contact on file if victim is a student or staff member.
    c. Notify parent/guardian or spouse or individual on emergency information.
    d. If building has staff member with specific training in the area of rape relief, have them assist. Staff members are listed at the end of this section.
5. Notify the principal or administrator.
6. Notify the Superintendent.
7. Obtain as much information regarding the assailant and incident as possible.
8. Accompany the victim, if necessary, to the hospital or appropriate law enforcement center.

The heightened security plan will be put into place.

The Superintendent's Office will be the only source of information to the press.

Assault and Rape Personel:

Name	Title	Phone	Cell Number
Kylie Kuhlman	Social Worker	934-4210 Ext. 5024	651-399-4112
Michelle Doose	Counselor	934-4210 Ext. 5014	507-340-5816
Karie Lauwagie	Social Worker	934-4210 Ext. 5016	507-380-5090
Rachel Fitch	Nurse	934-4210 Ext. 1009	507-479-9316

Bombs and Bomb Threats:

Instructions for Receiver of a Call:

Schools have been primary “targets” of bomb threats particularly on a seasonal basis (Spring and Fall). However, there have also been documented cases where actual bombs have been found and/or detonated. Bomb threats should be taken seriously.

1. A person receiving a bomb threat should try to attract someone else’s attention (without tipping off the call) in an attempt to have the call traced. (Note: office staff are most likely to receive such a call and should be familiar with the process for tracing a call).

2. Obtain as much information as possible, i.e., the time set for the explosion; the exact location of the bomb; the type of explosive device and what it looks like; and, why the bomb was placed in the school. Justify your request for more data by expressing a desire to save the lives of innocent people. Pay particular attention to any strange or unusual background noises and the voice of the caller.

3. Immediately notify the building administrators and the superintendent of schools. A decision will be made on whether or not to evacuate the building. It is not recommended that school evacuation be made in all cases, however, circumstances will vary in each incident.

4. On request of building administrators or superintendent, call police department (911).

Building Administrators or Designees’ Responsibilities:

1. Check the receiver of the call for authenticity and other pertinent information.

2. Report to the emergency command center.

3. Call the police and/or sheriff’s office, if not already done.

4. Evaluate the bomb threat and determine the course of action that will be taken from the emergency command center.
   a. Deploy search teams from the command center to search the outside and inside of the building.

   b. Alert all staff members to conduct a search of their classroom, office, or work area and report any unusual conditions.

5. Meet with law enforcement officials regarding search and further procedures.

6. Handle all inquiries from the news media.

7. Follow the administrative rules for bomb threat procedures.

Evacuating the Building:

1. If the building is to be evacuated in response to a bomb threat:

    a. Notify the police department immediately.

    b. Evacuate the building immediately with everyone going at least 500 feet from the building (175 paces). **School should not be canceled or students sent home.**

    c. Teachers will make a visual check of their classrooms, as they evacuate, reporting anything unusual to the police. **DO NOT TOUCH ANYTHING SUSPICIOUS.**

    d. Teachers, aides, nurses will be responsible for persons in rooms at time of evacuation.

    e. Teachers will take their class roll once evacuated. Teachers who do not have classes should make certain everyone is at least 500 feet from the building.

2. Building administrators or custodians make a visual check for persons still in the building.

3. Do not re-enter the building or an area of the building unless cleared by the police department. If requested by the police department, the head building supervisor, and a building designee, should conduct a visual search of the interior and exterior of the building.

4. If the evacuation is for the remainder of the school day, move students to a safe distance from the building. Activate a plan to move the students to a secure area. Students will be dismissed or transported home from this area.

5. Secure all doors.

6. If the building is NOT to be evacuated in response to a bomb threat, as a minimum, follow instruction II - IV. above.

Responsibilities of Faculty and Staff:

1. Make a visual check of classroom, offices, or work areas. Report anything unusual to the principal. **DO NOT TOUCH ANYTHING.**

2. If evacuation is necessary, follow the fire drill evacuation to at least 500 feet (175 paces) from the building.

3. Staff who have rooms that have outside doors should check to see that they are locked before evacuating the building.

4. Do not enter the building until told to do so by the building administrator or designee.

Individual Building Plan for Saint Peter Middle School:

1. The emergency command center will be the school office.

2. Secure all doors if the building is evacuated.

3. If students are to be evacuated for the remainder of the school day, follow these procedures:

   Move students away from the building. Gather in fire exit locations and accompany the students to Saint Peter Community Center. Students will be dismissed or transported to units from the area. The building secretary The building secretary will call Saint Peter Community Center and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

   Saint Peter Community Center: 934-0667
   Saints Bus Service: 934-4690

Child Abuse/Kidnapping:

Child Abuse:
Any staff member who suspects neglect, physical abuse, or sexual abuse is mandated to make an immediate report to the building administrator. The reporting staff member should gather the following information on the abused or neglected child:

1. The child's full name, date of birth, home address, phone, and parent's names.
2. Any person believed to be responsible for the abuse or neglect of the child.
3. The nature and extent of the abuse or neglect.
4. The name and address of the reporting party.

An oral report is to be made to the appropriate child protection agency after the information has been obtained. The oral report is then to be followed up by a detailed written report to the notified agency.

If the reporting staff member believes that the child is abandoned, subject to a real or imminent threat, or in need of medical attention, the building administrator should be called immediately. Officers can remove a child from a threatening environment to protect the child. If a police officer or child protection worker comes to the school to interview a child, the building administrator shall be notified. The building administrator will be given a written notice of the intent to interview a child at school.

School officials cannot disclose to the parents, legal custodian, guardian, or perpetrator, that a request to interview a child has been made until after the abuse or neglect investigation or assessment has been concluded.

Any staff member who makes a child abuse or neglect report in good faith is provided with civil and criminal immunity in accordance with the Maltreatment of Minors Reporting Act. Additionally, the identity of the reporter is protected except in very limited circumstances.

Kidnapping:

1. Following are some preventative activities which may help avoid Kidnapping situations:
2. School secretary should have at her desk a list of students who are not to be released to anyone except a particular parent or guardian.
3. Emergency cards of such students should be tagged.
4. Before releasing a child to anyone except the parent or guardian on the list,school secretary should check with the custodial parent and/or guardian for approval; a record of the time and date of phone approval should be made and kept.
5. When parent telephones a request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.
6. All visitors should be asked to sign in at the building administrator's office and follow building procedures for visitors.

In the event of a Kidnapping:

1. Phone the police: 911.
2. Contact the building principal/program supervisor.
3. Phone the parent/guardian.
4. Phone the Superintendent.
5. Do not release any information to the press. Refer requests for information to the Superintendent's Office.

Civil Defense Alert:

School Personnel

A. Students will be sent home when official Civil Defense Public Information indicates there is sufficient time to arrive home before dangerous conditions develop. (See “Emergency School Closing” for procedures.)
   1. Information will be released by the Superintendent or designated official to all communications media.
   2. Local broadcast stations (EBS) will transmit emergency public information.

B. If, in the opinion of the Superintendent, there is not sufficient time to transport the students home, the building principals/program supervisors will be so instructed.

C. If schools are not in session during a Civil Defense alert due to deterioration of international affairs, every effort will be made to close schools until safety is assured by the emergency broadcast network.

Members of the Public

In the event of a Civil Defense alert, members of the public may come into the school buildings for shelter.

Best Place of Protection

The staff should guide the students and members of the public to underground areas or to interior hallways on lowest floors. If hallways are crowded, use interior rooms. As a last resort, use area of classrooms farthest from the windows.

Method of Communications

Method of communications to the occupants of the building will be by public address system or by courier appointed by the principal/program supervisor. The principal/program supervisor will be in charge of each building. The principals/program supervisors will receive their instructions via the emergency broadcast network and/or from the Superintendent’s Office via the Director of Maintenance. The district office shall communicate to each building by telephone or by an appointed courier.

Telephones are not to be used except by permission of the Principals, Program supervisors, Superintendent or Director of Maintenance.

MIDDLE SCHOOL CIVIL DEFENSE PLAN:

Students will be sent home when civil defense communications indicate there is sufficient time to arrive home before dangerous conditions develop. Information will be released by the proper authorities to all communications media).

1. In the event that conditions will not allow time for students to be dismissed, students will be assembled in predesigned areas in each building or predesigned shelters in the Middle School.
    a. Shelter area in this building is approved for 1,150 persons and located in the lower floor of the Middle School.

2. In the event that conditions will not allow for students to be assembled in the school building, students will be moved to the Community Center. The building principal, or designee, will call the Community Center to notify the staff of the situation. The school bus company will be called to assist in transporting students to the site.

Plan for Use of School Facilities for Shelter:
If the area is suffering from a disaster, the use of the school facility will be a part of the overall community plan to utilize community resources, and is a part of the school plan approved by the board.

1. The use of the school facilities as shelter will be reserved for the students of the district. However, in the event that the students do not need the school shelter it will be made available to the community.
2. During a declared or undeclared emergency, the school facilities are available for civil defense activities if it is deemed necessary by the Civil Defense Director.
3. If the school is used as a fallout shelter for the school children, members of the staff are in charge as shelter managers.

Fire:
Fire Alarm Operation:
When the fire system panel sounds:

1. Security Attendant has 15 seconds to acknowledge the fire alarm on the panel.
    i. At the panel: Turn the Key ON.
    ii. Press the Ack/Stop Button

If the Security Attendant does not acknowledge the alarm within 15 seconds, the fire alarm will automatically sound throughout the building alerting occupants to evacuate.

2. Use the 2-way radio to contact the custodian
    i. Read the location of the alarm on the Fire Panel Screen to the custodian.

The Custodian has 3 minutes to determine whether the alarm is actual or false before the general alarm will sound throughout the building.

3. If the custodian reports, there is a fire
    i. Pull the Fire Alarm and EXIT the building.

4. If the custodians determine it is a false alarm:
    i. Press the RESET button on the Alarm panel.
    ii. Call Alarm Monitoring Service central reporting station at 1-507-345-4185
    iii. Identify yourself by name, school location and inform them of your account number 4681
    iv. Identify your PASSWORD: 4681. (yes, same as the account #)
    v. Ask them to put the system on test for 30 minutes.

If the custodian does not report back within the 3 minutes, the alarm will automatically sound throughout the building alerting occupants to evacuate. Also, if within the 3 minutes, and a second detection device activates, the alarm will automatically sound throughout the building alerting occupants to evacuate.

5. When the custodian reports he has repaired or replaced the faulty detector as necessary RESET the system.
    i. Press the Reset button on the alarm panel
    ii. Turn the key OFF.

End of Event

1. If the fire alarm sounds:

    a. Evacuate the building to at least one hundred feet following the specific exit directions listed.
    b. School officials will make an immediate determination of the location of the fire or hazardous condition. Upon determination, immediate contact is made with the office and the elementary principal using appropriate communications.
    c. The secretary or designee will contact St. Peter Police Department to confirm the situation.
    d. The Principal will report to the office. The Principal or designee will establish formal communication with the police and fire department. Secretaries will call bus service if necessary.
    f. Students and staff are not to return to the building until notified by a Principal or Principal's designee.

2. All teachers are requested to make themselves familiar with the following rules and regulations and explain them thoroughly to the pupils of their respective rooms immediately so that fire drills may be successfully begun after the first week of school. Please discuss this with students.

    a. **Any teacher or pupil who observes any indication of fire will immediately pull the switch in one of the stations located in the corridor.**

b. The Emergency Evacuation Plan will be followed for vacating the building. The school secretary will call the St. Peter Police Department in the event of an actual fire situation.

c. Teachers are requested to impress upon all pupils that fire drills are very serious matters and should not be treated lightly.

d. Each teacher should make it a point to become familiar with the alarm stations and their locations, and the location of fire extinguishers.

e. In case of actual fire during inclement weather, students will be evacuated to Saint Peter Community Center

Emergency Evacuation Plan:

1. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all pupils have left the room. If there is time, close the door and bring your record book with you.

2. As soon as the alarm is sounded, pupils will rise and pass in a rapid, orderly manner from the room by the exit used for regular dismissal.

Pupils should pass from the room in single file and the pupils from an individual room should remain in single file until out of the building. Under no circumstances should pupils be allowed to move faster than a rapid walk. There should be no talking after the alarm is sounded and until pupils are clear of the building. Noise leads to confusion and encourages panic. Also, with much noise, emergency instructions or changes in regular procedure cannot be heard. The first two students to arrive at any exit should hold the doors open until teachers arrive to relieve them.

3. Pupils will not take their coats or books with them.

4. As soon as all pupils have left the building, the teachers will take their positions at the exit from which the pupils have left and under no circumstances allow any of them to pass back into the building until the outside bell has sounded.

5. Teachers will direct pupils to march away from the building to the parking lots. The space near the building should be absolutely clear. Pupils should return to the building after a drill by the same route that they left the building. There are to be no students in the streets.

6. Evacuation routes are posted in each room and should be visible upon exiting the room.

The following staff will be responsible for ensuring students are out of designated lavatories:

1st floor art hallway - Pat Klubben & Alexandra Rivers
1st floor lobby - Bill Stuewe & Kris Koehler-Sandborg
2nd floor Oak Hallway- Justin Helget and Betsy Anderson
3rd floor Spruce Hallway - Paul Geving and Allison Zender
3rd floor Maple/Pine Hallway - Neil Doose and Angie Schilling

Natural Disaster/School Disaster Procedures

A. Tornadoes
   1. Public warning signal - 5 minute steady blast on Civil Defense siren and repeated if necessary.
      a. Tune in radio to local commercial broadcast station.
      b. Tornado warning alert will be disseminated to other schools from high school warning point.
      c. Elementary Administration will disseminate warning to remaining schools in District.

B. Severe Thunderstorms

   1. Public warning signal (radio or TV) no siren sounded unless danger or tornado.

   2. Warn students before the spring tornado season, regarding:
      a. Low areas where flooding might occur.
      b. Loose or downed electrical wires.
      c. Danger from lightning.

   3. If storm occurs at dismissal time, it might be desirable to retain students until danger has passed.

C. Epidemics

   1. The County Health Department is responsible for all rules governing the control of communicable diseases.
   2. At the first sign of contagion in epidemic proportions:
      a. Call the County Health Department.
      b. The Health Department will take necessary action.
   3. Pandemic Influenza preparedness plan is available in the emergency tool kit.

D. Electric Power Failure

During school hours - call St. Peter Public Utilities-telephone number 507.934.4840.

E. Top Priority Gas Line Break

1. During school hours:
    a. Clear the immediate area-evacuate building if necessary, call the bus service and transport students to Saint Peter Community Center
    b. Call CenterPoint Energy - telephone number 1.612.321.5050.
    c. Call Fire Department - if necessary - telephone number 507.931.1110.
    d. Notify Principal's office.
    e. Call custodial Jerry Doyle 952.212.9614
2. After school hours:
    a. Call St. Peter Public Utilities: 507.934.4840.
    b. Call building and grounds supervisor, Marc Bachman 507.382.4078
    c. If flooding occurs and pumps are needed, call City Engineering Department: 507.934.4840 or
    d. Civil Defense Director: 507.931.6800 or
    e. Sheriff's Office: 507.931-1570.

F. Water Main Break

1. During school hours:
    a. Call St. Peter Public Utilities: 507.934.4840.
    b. Call custodian Sharon Petersen 612.723.2725
    c. If flooding occurs and pump is needed, call City Engineering Department: 507.934.4840 or
    d. Civil Defense Director - 507.931.6800 ext. 250.

2. After school hours:
    a. Call St. Peter Public Utilities: 507.934.4840.
    b. Call building and grounds supervisor, Sharon Petersen 612.723.2725
    c. If flooding occurs and pumps are needed, call City Engineering Department - 507.934.4840 or
    d. Civil Defense Director: 507.931.6800 extension 250 or
    e. Sheriff's Office: 507.931.1570.

G. Blizzards

1. Awareness
    a. The approaching winter storm or blizzard conditions will be announced by radio/TV.
    b. The District Office will advise principals and the transportation department of possible early closure or cancellation of late buses and/or extracurricular buses.

c. Early dismissal of special education transportation out of the district will depend on decisions of local school district to which student has been transported.

2. Action

a. Transportation will be notified by the Superintendent to prepare for optional service or for cancellation of service.

b. Principals/Program Supervisors will be notified by the Superintendent of the decision relative to transportation.

c. At time of dismissal, students should be advised by school staff to:
- Go directly home.
- Dress properly for the weather
- Be aware of low visibility and that it may be difficult to see or be seen.

d. If school buses cannot transport students to their homes, the students will be held in classrooms until each student identifies where they will be going at the dismissal of school.

e. Should a winter storm be too severe to release students, the school staff should be prepared to supervise until released. Also, should it be necessary, the school kitchens will be opened to provide food for students and staff.

3. Closing of Schools

a. Determined by the Superintendent of Schools.

b. In absence of Superintendent, the decision will be made by:
Darin Doherty - North Intermediate Principal

c. Notice will be given by Thrillshare communication system when schools are not in session or upon an emergency closing.

D. Flooding

1. In the event of flooding, the Superintendent of Schools will make the decision to close the schools. Parents and community members will be notified of the dismissal/evacuation or closing via Thrillshare, radio or TV.
2. If schools are evacuated, the Director of Transportation will develop alternative bus routes depending on the severity and extent of flooding.
3. The Principals and Program Supervisors of each building will establish routes to be taken for students who are walking.
4. School personnel shall supervise walkers as needed.

Disturbances or Demonstration Procedures:
The prevention of possible disturbances should be the prime concern of the entire community. Sound and relevant educational programs and open lines of communication with students, staff, parents and community are important.

The following procedures should be considered only in case of extreme emergencies. The administration staff should assess the situation to determine its seriousness and its effect on the safety of students and staff before taking any action.

A. Procedure (after determination that a situation is threatening to the safety of students and staff).
    a. Principal, or designee, is in complete charge of building and facility. (A predesignated chain of command should be established in case of absence of the Principal from the building).
    b. Put into effect the prearranged individual building emergency plan.
    c. Notify the Superintendent of Schools.
    d. Notify all schools in area of possible disturbances.
    e. Student relations:
        i. Keep student informed of situation through normal channels of communications.
        ii. Conference with student representation of all groups representing all points of view in order to dispel rumors, calm fears, and provide as near normal operation as possible.
        iii. Normal classroom operation should be maintained as much as possible and all students encouraged to stay in classrooms.
            1. No students should be physically restrained from leaving the
            2. If disturbance is outside of building, students should be kept away from windows.
            3. Students should be advised of the threat to their welfare that may be occasioned by leaving the building.
            4. No students, or student group, should be utilized in calming any disturbance that might place them in a situation where physical harm might occur or that would jeopardize their normal relationship with their fellow students.
B. Staff relations:
    a. Faculty
        i. Keep faculty informed of the situation, using all available means of communication.
        ii. All faculty should record events that occur in their vicinity with names, times, and place of events, and action taken.

iii. All faculty can have a calming effect by their judgment and sound action will minimize the disturbance. Individual fear or emotion must be controlled and not communicated to students.

b. Administrative staff - Responsible to building. Responsible for performance of assigned duties.
c. Custodial staff
    i. Responsible to building Principal for assigned duties.
    ii. Responsible for physical plant; i.e., utilities, fire alarm center, etc.
    iii. Security of all entrances.
d. Clerical Staff
    i. Safety of essential records without jeopardy to their own physical well being
    ii. Keep switchboard clear for emergency calls.
e. Auxiliary staff - All aides remain at their assigned duties unless specifically assigned other duties by the administration staff.

C. Police Relations
    a. The Principal of the building should alert the police for possible action.
    b. The use of uniformed police in any crisis situation must be handled with extreme care. Principal should designate an entrance and room where uniformed police may enter and remain there until called for duty.

D. Community Relations:
    a. Parents
        i. Keep parents fully informed of situation in schools by all possible means of communication.
        ii. Organize a parental group that would voluntarily participate in attempts calm disturbances in schools.
        iii. A telephone chain should be established for speedy utilization of parents.
    b. Community organization and leaders.
        i. Establish relations with organizations in the community and recognize community leaders so that they might be a source for assistance in calming potentially dangerous situations.

E. News Media Relations
    a. Assign a staff person the specific responsibility for dealing with all news media.
    b. Provide a room for press conferences.
    c. Keep news media informed of all decisions.
    d. Insist that news media keep cameras out of the building or that they be brought to the press room.

F. Closing of Schools
    a. Only the Superintendent of Schools, or the Superintendent's designee, can legally authorize the closing of schools.

b. If the decision to close schools is made:
    i. Parents will be informed as quickly as possibly through Thrillshare and, radio/television.
    ii. Students and staff will be informed.
    iii. Staff will supervise dismissal
    iv. Bus transportation will be arranged
    v. Neighboring schools should be informed

SPMS Evacuation Plan for Disabled Students:
The following procedure is to be used during an emergency drill when a wheelchair student is in your classroom.

Drill Procedures:

1. Teachers are to accompany the wheelchair student to the nearest stairway or exit. Remain with the student at the head of the stairs.
2. Direct your other students to proceed to appropriate fire exit or tornado shelter with an adjacent teacher.
3. Do not use elevators

Emergency Evacuation Procedures:

1. Assigned teacher(s) will direct the following procedures:
    a. Secure breaks on the wheelchair
    b. Remove restraints (seat belts, trays, foot straps
    c. Lift the wheelchair footrests
2. The method used to transfer students covered under this policy will vary with each student. At the training session for the evacuation plan, the assigned teachers will be instructed in the proper method of transfer. A written description of this policy will then be attached to the student's IEP.
3. Once on the second floor of the building, place the student in a wheelchair (stored in the Nurse's office).
4. The student will be taken directly to an unlocked vehicle via a wing of the building deemed safe to enter by the fire department. This precaution is to limit outside exposure and lessen the chance of illness.

After meeting with administrators and the fire chief, it was agreed that students with physical disabilities will not be evacuated during a practice or scheduled drill. This is done to prevent possible injury to students.

Each student has an individual evacuation policy attached to his/her IEP.

Students who can walk unassisted are accompanied by the teacher whose class they are in at the time. Students unable to evacuate themselves will have assistance. Stairways are designated on

each floor where students are to assemble for an evacuation. A team of teachers will also meet there to assist.

Medical Emergencies - Initiating the Medical Emergency Response Team
Each school facility has a medical response team to provide assistance in medical emergencies until emergency responders arrive. Medical response teams are trained in First Aid, CPR, and the use of AEDs.

Team Composition:
Team size may vary depending on the size of the building. It is, however, recommended that the First Response Team have a minimum of 5 members, including the School Nurse and Health Para. Suggested members of the team could include the secretary, administrator, teacher and para.

Training Meetings:
At least four members will be required to maintain current certification in CPR. This yearly renewal would be paid by the District. Team members will be required to attend an annual meeting for situational practices and review. In addition, there should be one emergency simulation per year to evaluate the team's response.

General Guidelines:

1. School Nurse or Health Para is called to area where help is needed.
2. School Nurse or Health Para will survey scene and notify secretary that the First Response Team is needed at a specific location.
3. Secretary will make an all-call using the building PA system requesting the First Response Team report to a specific area. "Medical Emergency Team please report to ____" x2
4. The secretary will call 911 if so directed by the school nurse or incident coordinator
5. Team members will be assigned specific duties by the school nurse or incident coordinator.
6. One team member will report directly to the health office to cover during the absence of the school nurse and health para. This person will become aware of where supplies are kept that may be needed at the emergency site.

Secretary Duties:

1. Activate the First Response Team when directed to.
2. If told to call 911, be specific regarding type of emergency and the location. Let them know that someone will be at the front door to meet them.
3. Call the School Nurse if not in the building: Rachel Fitch 934-4210 Ext. 1009 or 507-479-9316 (cell) Angela Bruns 934-4210 Ext. 5021
4. Call parents and alert to situation and whether 911 has been called or not. Find out which hospital and if they will be meeting the ambulance there.
5. Make 2 copies of emergency card.

Medical Emergencies General:

ALWAYS REMEMBER "KEEP CALM"
"SURVEY THE SCENE FOR SAFETY"
"USE UNIVERSAL PRECAUTIONS"

UNIVERSAL PRECAUTIONS IS THE TREATMENT OF ALL BLOOD AND BODY FLUIDS AS IF THEY WERE INFECTED WITH A BLOODBORNE DISEASE.

1. Wear latex or vinyl gloves.
2. After giving care, do not touch your mouth, nose or eyes, or eat or drink until you have thoroughly washed your hands.

FIRST AID GUIDELINES

PROCEDURES FOR MEDICAL EMERGENCY

1. Do a primary survey of the scene and person. Look for a medical alert bracelet or necklace.
2. Check airway, breathing, and circulation-ABCs. Begin CPR if indicated.
3. Check for bleeding, start first aid.
4. DO NOT leave injured person unattended.
5. Determine the need for immediate medical attention and CALL 911. If during the school day, initiate FIRST RESPONSE TEAM.
6. DO NOT move the injured person, always suspect head/neck trauma.
7. Keep person warm, cover with a blanket.
8. DO NOT give liquids to an unconscious person.
9. Be supportive.
10. Keep crowd away, have others help.
11. Notify the school health office of an injury to any student, staff, or visitor on school grounds as soon as possible.

Medical Emergencies - Specific Scenarios

URGENT CARE DIRECTIONS

Look for a "Medical Alert" bracelet or necklace which will contain specific information pertaining to the individual.

A. Emergency care for serious accident and/or illness.
    a. Render immediate first aid care.
    b. Do not move a seriously injured person unless it is necessary for safety reasons.
    c. Obtain help from school nurse or principal if on duty.
    d. Call for medical assistance if needed - dial 911.

NOTE: If injury or illness appears to be serious, call 911 and do not be concerned about protocol of contacting parents until after emergency care has arrived or even until person has been transported to a trauma center.

e. Notify parent or guardian, if possible.
f. If emergency vehicles are called, report the incident to the Superintendent of Schools in the District Office no later than the next school day.

B. Bee Sting
   a. Determine if person has a history of bee sting allergy.
   b. Remove the stinger from bee sting site. Apply ice.
   c. Contact nurse, principal, or parents as quickly as possible to determine if person is allergic to bee stings.
   d. If person is allergic, follow instructions of nurse, principal or parent.
   e. Give antidote injection if person has such equipment with them.
   f. If advice is not available, CALL 911 for help.
   g. Speed of action may be crucial for certain purposes.

NOTE: Do not wait for a "convenient" time to deal with a bee sting. Immediate action is required if a student is stung while in a vehicle. Call for help on the radio and follow instructions as to when and where to meet an emergency vehicle for assistance. Other passengers will have to wait until the emergency has been resolved.

C. Bleeding
   a. Follow blood borne pathogens protocol.
   b. Gently blot the wound to inspect for debris. If bleeding is severe, apply pressure on the wound. Apply a dry cold pack to the area around the wound.
   c. Continue pressure until bleeding stops. Elevate wound above level of heart to help reduce bleeding. Treat for shock.
   d. Get medical care for bleeding which cannot be controlled.

D. Cessation of Breathing/Choking Incidents: If victim can cough, speak and breathe, do not interfere. If the victim cannot speak or cough, uses the distress signal, or appears cyanotic (blue) from poor air exchange, proceed with the following:
   a. Stand behind victim with one foot beside the victim to support him/her.
   b. Wrap your arms around victim's waist.
   c. Make a fist, place the thumb side of your fist against the victim's abdomen, slightly above the navel and below the ziphoid (breastbone).
   d. Grasp your fist with the other hand. Press your fist into the victim's abdomen, with a quick inward and upward thrust.
   e. Repeat this action until the obstruction is cleared or victim becomes unconscious, lie on back, continue to attempt to clear airway with abdominal thrusts. Call 911.
   f. Once the airway is open, if the unconscious patient is not breathing, begin rescue breathing. Begin CPR if pulse is absent.

E. Convulsions/Epileptic Seizures
    a. Protect victim from injury but do not restrain. Support and protect the patient's head, being careful not to be hit or kicked. Following the seizure or if the patient vomits, turn their entire body onto their side. Do not force a blunt object between the victim's teeth. Do not give fluids. If breathing stops, give artificial respiration if trained in these techniques.
    b. Try to time how long the seizure lasts. If it lasts five minutes without stopping call 911.

F. Drowning
    a. Call 911. Inform 911 operator that a drowning has occurred at the School Pool.Instruct them to send emergency personnel to the southeast pool entrance off of Lincoln Drive.
    b. Send a responsible student to the nurse's office for assistance. Administer
    c. appropriate first aid and/or CPR. First aid kits are located in the nurse's office.
    d. Send a responsible student to meet the emergency personnel at the designated entrance to the building.
    e. Notify school principal as to the seriousness of the accident. The principal will notify the Superintendent of Schools.

G. Eye Injuries
    a. Chemical Burns
        i. Flush the eye with a gentle stream of lukewarm water while holding the eye open. If only one eye is affected, turn the head so the injured eye is down. If both eyes are affected, tilt the head back and pour water onto the bridge of the nose. Flushing should continue at least 20 minutes. For acid/alkali burns, it may be necessary to remove jewelry and clothing which may be contaminated by the runoff. Ears may also become contaminated. Contact an optometrist or opthamologist and have the eyes examined.
    b. Penetrating Injuries of the Eye:
        i. Do not remove the object or wash the eye. Cover both eyes loosely. Stabilize the object. Keep the victim quiet on his/her back.

H. Insulin Reactions
(NOTE: A student will not have a reaction if not on insulin therapy).
    a. Insulin Reactions occur when the blood sugar level is too low. Insulin and exercise lower blood sugar. Food raises blood sugar. Good control requires that these three factors be balanced. Insulin reactions occur because of:
    b. Strenuous exercise not covered by extra food or reduced insulin.
    c. Too much insulin.
    d. Symptoms - Watch for any of these sudden changes:

Pallor	Irritability Blurred Vision Responses	Crying Confusion	Excessive Perspiration Inappropriate

Hunger Headache Dizziness Inattentiveness	Inability to Concentrate	Drowsiness Trembling Nausea	Lack of Coordination

*If the reaction is not treated, unconsciousness or convulsions may follow. Symptoms may vary, or may be absent. When in doubt, treat.

e. Treatment-At first sign of any of the above symptoms, the child with diabetes must be treated at once.
    i. Give some form of sugar immediately. This can be 2 large sugar cubes; fruit juice (1/2 cup); pop (1/2 cup-not diet); candy (equivalent to 6-7 lifesavers); commercial products such as Glucose or Glucose tablets. The child may need coaxing to eat.
    ii. The child should improve within 10-15 minutes. Then give him/her additional food and have him/her resume normal school activities.
    iii. If the child does not improve, repeat the treatment. If there is still no improvement, call the parents for additional instructions. NOTE: Do not give liquids if unconscious. Do not send the child to the nurse's office or away from the classroom alone.

I. (Suspected) Neck or Spinal Cord Injury
    a. Contact the school nurse
    b. Maintain open airway.
    c. Do not move victim.
    d. Do not transport victim.
    e. Call 911.

J. Poisoning/Food Poisoning
    a. Identify poison.
    b. Call poison control at 1-800-764-7661. Follow instructions.
    c. If doctor is required, take poison and container to doctor with victim.

K. Food Poisoning:
    a. Administer first aid, as needed.
    b. Notify School Nurse
    c. Call 911 or make appropriate medical referral.
    d. Call parent or guardian.
    e. Notify Nutrition Service Department.
    f. Building Administrator and staff will follow directives of medical authorities.

L. Shock
    a. Watch for cold, clammy skin, pale, bluish face, profuse sweating, weak, rapid pulse.
    b. Have person lie down.
    c. Maintain body temperature.
    d. Cover only enough to keep victim from losing body heat.

e. Reassure and calm the victim

.

STAFF OR STUDENTS EXPERIENCING ANY OF THESE MEDICAL EMERGENCIES SHOULD BE EVALUATED FURTHER FOR MEDICAL CARE. THE EMERGENCY MEDICAL SERVICE, 911, SHOULD BE CALLED. NOTIFY PARENT/GUARDIAN OF THE STUDENT, OR NEXT OF KIN OF A STAFF MEMBER.

Hazardous Materials Emergency:

Asbestos Hazard

All inquiries should be directed to the District's designated person, the Director of Maintenance.

1. Asbestos Records - Each building has a file located in the office which contains all information relating to asbestos.

2. Yellow Asbestos Warning Sign - The presence of a yellow asbestos warning sign indicates a danger area which should not be entered without instructions and/or consent of the District's designated person noted above.

3. Friable Asbestos - Friable asbestos is evident when the asbestos is falling or appearing in a powder form. It is also friable when the material can be easily crumbled between a finger and thumb. When it appears that there is open friable asbestos, contact the designated person noted above.

4. Demolition of any Building or Part Thereof - Prior to any demolition of any building or portion of a building, the designated person noted above must be contacted to determine if there is any building material which contains asbestos.

5. Major Asbestos Incident - A major asbestos incident occurs whenever there is eminent exposure or removal of asbestos. Should such an incident occur, the designated person noted above shall be in charge of the project. The designated person shall have the authority to close the area and/or bundling to all public and employees until such time that air testing indicates the area may be safely entered.

6. Contact with the Media - In the unlikely event of any publicity regarding asbestos in the schools, response from and on behalf of the District shall be through the designated person noted above.

Other Hazardous Materials

1. Evacuate the area if indoors. In the event of an outdoor occurrence (i.e. overturned tanker, train derailment, chemical fire, broken fuel line), leave students in school, keep all doors and windows closed and turn off outdoor ventilation unit, unless otherwise instructed.

2. If burns or blisters are encountered during hazardous material contact:
    a. Have someone call for ambulance - 911.
    b. For chemical burns to skin or eyes, flush burn with large amounts of water (15 to 20 min).
    c. If only one eye has been affected, flush from the nose outward to prevent contaminating the other eye.
    d. Have victim take off any contaminated clothing.
    e. Apply sterile dressing.
    f. If extensive, have victim lie down with legs elevated EXCEPT FOR FACIAL BURNS.
    g. For extensive facial burns, sit or prop victim up. Observe for breathing difficulty.
    h. Do not immerse or apply ice water. Apply cold pack to hands, face or feet if necessary.
    i. Bandage loosely with dry, clean dressing.
    j. Don't put ointment or pressure on burn.
    k. Don't break blisters or remove pieces of cloth stuck to burn.

3. Call Director of Maintenance Sharon Petersen
   934-4210 612.723.2725 (cell)

School Bus Accidents:

In the event of any vehicle accident, the following steps must be taken by the driver:

1. Stop immediately to investigate.
2. If necessary, evacuate the school bus to at least 100 feet and administer appropriate first aid.
    a. Inform the students that they need to evacuate the bus from the emergency exits.
    b. Remind the students to stay calm, and evacuate seat by seat, alternating sides.
    c. Remind the students to leave books and other articles in the bus; their safety is much more important.
3. Select a responsible person to call 911 from a nearby phone. Advise 911 operator of any injuries and location.
4. Protect the scene of the accident and passengers by having someone direct traffic ad set up flares of flags.
5. As soon as convenient, call Director of Transportation and report that there has been an accident and briefly describe the scene. The bus dispatcher will call the business office.
6. Insurance Information:
   Police Officer's Name Police Officer's Badge Number
   Police Report Number Police Department(s) Involved
   From each party involved, obtain:
   Driver's Name Driver's Address
   Driver's Phone Number Insurance Company, Agent and phone

7. If it is known that a student receives an injury while on the bus or while getting on or off the bus, the following criteria shall be followed as to parental notification:
    a. If the possibilities of injury or actual injuries occur needing medical attention and/or hospitalization, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.
    b. If an accident occurs where there are no injuries, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.
8. If a school bus is involved in an accident, students will, if necessary, be taken to the doctor or hospital for diagnosis and/or treatment at the discretion of emergency personnel called to the scene.
9. Under the No Fault Insurance Law, all medical bills for students injured on the school bus are to be sent to the parent's automobile insurance company for payment. The parent's automobile insurance company is primarily responsible for medical payment in the event of injury in a motor vehicle.

PLEASE NOTE: It is important that we show courtesy and concern to all those individuals involved in an accident. It is inappropriate to discuss who may or may not be at fault. These matters are to be determined by the appropriate authorities.

Crisis Situations (Death/Terminal Illness)

Philosophical Statement:
The St. Peter Middle School Plan of Action for Crisis Situations is intended as means to help meet, deter and/or prevent crisis situations which limit students' opportunities for learning. The plan is also designed to help address the psychological and emotional needs of students and staff, specifically during times of crisis. We will generally interpret crisis to mean:

1. Death of a student
2. Death of student's parent or sibling
3. Death of a school district employee
4. Suicide
5. A terminal illness which affects any student or employee
6. Any other tragedy of local concern/importance

By addressing the above situations we hope to assist, as best we can, our students and staff in coping with the tragedy productively by using a basic plan of action.

Crisis Team

TITLE:	NAME:	PHONE:	CELLPHONE:
Principal:	Jessi Buttell	934-4210	507-720-2350
Dean of Students	Steve Alger	934-4210	507-720-5148

Social Worker	Kylie Kuhlman	934-4210	651-399-4112
Social Worker	Karie Lauwagie	934-4210	507-380-5090
Counselor	Michelle Doose	934-4210	507-340-5816
School Nurse	Rachel Fitch	934-4210	507-479-9316

Emergency Response Plan:

1. Any district employee who has knowledge of a perceived crisis should contact the principal or designee. The principal should verify the situation and then call the Crisis Team to meet in the principal's office to identify the procedure to be followed and prepare a statement to be read by classroom teachers if necessary. The team will also decide the manner in which the deceased's personal belongings will be cared for.

2. The school staff, including non-certified members, could meet prior to contact with students. At that meeting they will be informed of the crisis and given all pertinent information. Staff will be notified of the meeting via the attached chart. In the event a crisis occurs during the school day, the Crisis Team will be assembled as soon as possible. Information will be communicated to each teacher as necessary.

3. Any statements to the press will be handled by the principal or designee. The secretarial staff will be made aware of who is in charge and will review procedures for handling requests or calls from parents, news media, etc.

4. Under most circumstances no large group assemblies will be held to inform students of the incident. Rather, students will be informed by their classroom teacher. A written statement to be read to each classroom may be made available at the staff meeting. The Crisis Team will decide which grade levels will be notified. Teachers are encouraged to handle all expressions of grief in their class to the extent that they are comfortable. Discussion in the classroom should not "glorify: the situation, but be serious, frank and supportive. Facts should be stressed to diminish rumor and sensationalism. Classes will be run as routine as possible, however, teachers will be alert to identify "high risk" students. Teachers will be aware that the Crisis Team members are available to students and may allow students to leave class to access them. If death was by suicide, teachers should emphasize this tragedy as an error in judgment, and was a permanent solution to a temporary problem. Encourage students to talk about ways to cope with stress, including the stress of this event.

5. School social worker may be made available to an entire class if a student from that class is directly affected or if otherwise deemed necessary.

6. If necessary, at the close of the school day, staff members could meet to assess the situation, make plans for the next day, and identify high risk students to the Crisis Team. At this time outside student referrals and parent contacts will be reviewed.

7. As additional information becomes available, the Crisis Team will decide how it should be disseminated and by whom. One member of the Crisis Team will be responsible for gathering funeral arrangement information and for preparing details for student and faculty attendance at the visitation and funeral. Students are not encouraged to leave school to attend the funeral in the event of a suicide.

8. The Crisis Team may decide if outside professional help, such as Klein Funeral Home, The St. Peter Ministerial Association, Sioux Trails Mental Health Center, the St. Peter Clinic, and Nicollet County Social Services, is needed. The roles of these outside specialists may include:

A. Co-facilitators in student support situations
B. Expertise and assessment
C. Visiting classrooms of affected students
D. Support for teachers/staff
E. Referral for highly distressed individuals

9. The principal and a staff member who has been well acquainted with the student should make contact with parents, when appropriate, to express the school's condolence. Visiting the family is encouraged.

10. On the day following the funeral, the Crisis Team may prepare a statement to be read by teachers to their classroom. This statement should express the support students and faculty have shown to each other and remind students that support staff remain available. After this statement, teachers should move towards closure while still allowing expressions of grief. Concern for high risk students should be reported to the support staff.

11. A faculty meeting may be held one week later to discuss the interventions which took place and to give the staff a time to reflect, offer support to each other, and offer suggestions to the Crisis Team.

12. The Crisis Team will carefully review all memorial requests made at school for the deceased.

Practices to Consider for Death by Suicide:

1. Reduce guilt of survivors
2. Increase psychological distance between survivors and victims to prevent modeling of victim's behavior
3. Consult with media to down-play glamorization
4. Consult funeral directors
5. Avoid excess attention given to victim, e.g., dedication of yearbook or newspapers, large assemblies, in-school memorial service, canceling school, etc.
6. Establish appropriate support groups to deal with grief issues.

Events of Crisis on School Premises:

1. Call 911 for emergency help

2. Isolate the area
3. The principal or designee will contact the proper authorities (sheriff, police, etc.)
4. Notify the parents
5. Prepare fact sheet for staff and disperse at the appropriate time
6. Make students aware of the facts judged to be appropriate

SUICIDE/DEATH - SCHOOL RESPONSE

I. INTRODUCTION

When a young person commits suicide, or suffers any kind of tragic death, the principal of a school is confronted immediately with serious problems; verifying what happened, containing the information, protecting the privacy of the family, helping students cope with the death, communicating beyond the school, bringing the resources of the community to bear on the problem, dealing with parents, and minimizing the possibility that other students may imitate the behavior and take their own lives. The first 48 hours are crucial.

II. SUGGESTED PROCEDURES

A. Building Administrator to establish crisis team.
   1. Principal-Committee Chair
   2. Administrators
   3. Social Worker
   4. School Nurse
   5. Significant teacher and/or staff
   6. Psychologist
   7. Superintendent-District Spokesperson

B. Steps to follow:
   1. Team meets at earliest convenience to develop plan of action. Plan may include:
   2. Protect privacy of family
   3. Verify the death
   4. Notify Superintendent (spokesperson)
   5. Announce the death to students and staff
   6. Make counselors available to students and provide rooms for students to meet in small groups
   7. Contact community resources
   8. Hold faculty meeting and identify students about whom faculty are concerned
   9. NEXT DAY:Hold small group meetings with students - announce funeral arrangements

III. DETAILED EXPLANATION OF FIRST 48 HOURS (a - h above)

A. Protect privacy of family

a. Contain the story and protect the privacy of the family. If the story is true, the family of the student has experienced a terrible loss. Respect for their privacy is important. Make up your mind right then not to refer to the death as a “suicide” and move to contain the story until it has been verified
b. Direct the student who brings you the message not to repeat it to anyone. Explain that the information has not been verified. Even if it is correct, explain that it is important that the announcement comes from the principal in an appropriate and official manner. This will help to relieve undue distress.
c. Instruct the secretaries and others in the office not to repeat anything that has been said or to give out any information until you have verified the report. Say, “I need your help. We must not allow news of this incident to get out of hand, and we must not use the word “suicide” in
d. any conversation. We must protect the privacy of the family. If this has occurred, the family has suffered a terrible loss. Our first concern must must be to do nothing that will be disturbing to the family.”
e. Emphasize the Right to Privacy: Your initial response should be designed to protect the privacy of the family. If a student commits suicide, the family has suffered a tragic loss. The problems of the family take precedence over the problems for the school. The privacy of the family must be honored. The school must not report anything that might be perceived as degrading by the family involved. Suicide is a taboo in our society. Some families will have great difficulty accepting the fact that their child committed suicide and may go to great lengths to cover the fact that the death was a suicide. If the school announces that a suicide occurred, the family may be offended.

The final determination of whether a death is suicide is often a complex legal matter, regardless of notes that may have been left or other evidence discovered after the death. A coroner may rule the death an accident, despite the fact that much of the evidence suggests suicide. Coroners and police investigators are aware that insurance Considerations and emotional stability in the family may be involved. An official statement from the school that a student committed suicide may evoke protest from the parents. The school should restrict the flow of any information that may be damaging to the parents or other children in the family.

B. Verify Death

Verify the fact that the reported death did occur. Do not refer to the death as a suicide. Do nothing until you are positive that the information received is accurate, but do everything you can to verify the facts of the case. Make the calls yourself. Call the police or coroner if necessary. Hospitals usually will not give out information. Do not call the home.

If the death is verified, notify the superintendent immediately. If you are unable to verify the death quickly, notify the superintendent of developments and get back with more information as soon as you verify it.

You must verify the fact that a death occurred. If a student is reported to have committed suicide (or to have died in an automobile accident for that matter), the death must be verified. Further, if the death was a suicide, the fact of the suicide also must be verified, and that information must be handled with great care.

Information about the death may come into the school from many sources; from a child who lives next door to the deceased, from a student who overheard his father who is a police officer talk about the incident at home, or in some other way. Depending on what time of day the death occurred or when the body was discovered, the incident may have been reported on the evening television news or in the morning paper.

However, the initial information gets to you, you must verify the facts
of the matter. Calls to the local police station or coroner will be important to determine precisely what happened. Be certain to whom you are talking, identify yourself as principal of the school, and maintain a log of all communications.

C. Notify Superintendent (official contact person)

1. Make no statement to any reporter. Do not inform reporters that you verified the fact that a death occurred.

2. Direct all reporters and camera crews to leave the building. Point out that adopted school board policy prohibits news media people inside the building during the school day.

3. Inform reporters that information will be available only from the office of superintendent of schools.

4. Do not allow the reporter to interview any student or staff member in the school or on the school grounds.

Implicit in the above scenario are several decisions by the principal, which stem from policies in place before the crisis occurred. Thus, the principal was able to act decisively and without delay. These policies are discussed below.

5. Communicate: In the first few hours, communication from a single source is important. Refer all inquiries from outside the school to the superintendent of schools. One person from that office should serve as spokesperson for the district. Maintain close communication with that one person.

D. Announcing Death to Students and Staff - Share information with appropriate

building staff

1. Inform teachers before school, or as soon as possible.

2. Call a brief staff meeting:
   a. Share baseline of information
   b. Discuss plan of action
   c. Support

3. Each building will have a plan for notifying the staff in the event of a suicide on the weekend or during vacation. (See emergency calling tree for South Elementary)

   When a suicide is reported, hold a meeting of the faculty as soon as possible. If it has to wait until the end of the day, give notice of the meeting early. As soon as you know the facts about the suicide, prepare a brief written announcement to be distributed to teachers, which they can read to students simultaneously to students throughout the school.

4. Formal Statement: Prepare a formal statement to be read aloud to students over the public address system in the school. Do not try to extemporize. If you do not read the announcement, it should be read by the person who typically makes announcements. Do not state that the death was a suicide. Do not call an all-school assembly to make the announcement, because questions could be raised and discussion develop that might cause the situation to get out of control. The statement

   to be read should say something like the following:

   "We have just been informed that _____, a student in the _____ grade in this school, has died. The funeral arrangements have not been completed. As soon as we learn, we will let you know when the funeral will take place. Those of you who want to discuss your feelings about _____'s death may meet in Room _____, where you will receive further instruction."

E. Make counselors available to students and provide rooms for students to meet in small groups.

1. Counselors and nurse visit classrooms of the students to talk with students and answer questions.
2. Another counselor visits the classrooms of the siblings.

3. Establish a crisis room.
   a. Staffed at all times
   b. Teachers prepared to allow students access
4. Help students: Students must have an opportunity to express their confusion and grief in a safe, supportive environment. They must be reassured that they are in the company of caring professionals. The death of a classmate may leave survivors with feelings of abandonment and rejection. The tendency to blame, common after any death, is always evidence following a suicide.

   Attempted suicides and completed suicides also increase after stories about suicide appear in newspapers or on television. Imitation by adolescents is common, and teachers must be cautious about discussing suicide with any young person.

If you learn about the death late in the school day, do not allow the students or staff to leave the building without informing them about the death and offering help. Be prepared for the fact that students will stream into the halls after the announcement of a death crying or sobbing uncontrollably. Have a plan for students to meet with counselors and others to discuss the death.

Arrange meetings for students who may be deeply affected by the death. Meet in small groups. Do not allow peer counselors to conduct these meetings. Have a professional present in every room. Ask, “Are there any others who should be invited?” Encourage students to express their feelings. Recognize the various stages of bereavement and recovery; denial, anger, acceptance, and resolution. Help students work through these stages.

Avoid isolated discussions of suicide. Identify healthy coping strategies available to young people and emphasize the futility of suicide as an option. Do not dramatize the death, and do not dwell on the details of how the student took his or her life. Be as truthful as possible. Help students understand the importance of protecting the privacy of the family.

Teams should discuss staff and students who are at risk for reactions- i.e. those who may have experience recent personal loss-and determine a support system.

F. Contact Community Resources

Specify procedures for establishing contact with officials of local agencies, who may be called on for help. Designate a person who is responsible for initiating and maintaining contact with various community agencies.

Ask student personnel specialists from central office and others from the school and the community who are members of the School Crisis Network

(for example, clergy, counselors, psychologists, social workers) to assist you and your staff in working with students and parents.

G. Hold faculty meeting after school (Day 1)

H. Funeral (Announce funeral arrangements when they become known)

I. Hold small group meetings for students (Day 2)

J. Follow-up Plan
   1. Team should meet to determine if the following are needed:
      a. Parent information session and how to meet students' concerns regarding the incident
      b. Grief course
      c. Grief groups for students

   2. Team members may want to visit with the family several weeks later.

K. Do's and Don'ts Regarding Suicide
   You must know what you are going to do before a suicide occurs.

Do not allow anyone to describe the suicide as a heroic act. Do not fly the school flag at half-mast. Do not observe a moment of silence in school. Do not have a memorial service at school or an "In Memoriam" page in the yearbook. Do not glorify the death in any way.

Decide, before you are asked, if you are willing to deliver a eulogy at the funeral. What you say at such a gathering can have great impact-in positive or negative ways. The death of a young person from any cause is saddening, death by suicide is tragic. Emphasize that there are other options than taking one's own life.

By the third day, try to get things back to normal. But be sensitive to the fact that certain students may have been profoundly affected by the death. These students need special help.

Vandalism/Burglary:

A. When an act of vandalism or a break-in has been discovered, the following plans should be followed:
   1. Do not enter the building; go to the nearest phone and call the police - 911.

   2. If you have entered the building and you find there has been a break-in, do not touch anything. Leave everything alone and call the police and wait for them to give you the orders to clean up or to make repairs.

3. Notify the head building custodian.

4. Notify the building principal/program supervisor.

5. Notify the Maintenance Supervisor.

6. Notify the St. Peter Police Department.

B. The custodial building head, working in conjunction with the maintenance department, should secure the building after the police or sheriff's office has completed their preliminary investigation and then should complete the cleanup and repair the damage as necessary. The building principal should compile an inventory of damage or stolen items and additional information relative to damage or loss must be reported to the Business Office on the approval vandalism form (sample attached).

C. The maintenance supervisor should summarize the event and develop repair and replacement cost estimates relative to building damage. This report should be submitted to the Business Office no later than 48 hours following the event (excluding weekends and holidays).

District Office Information Police Case No._____

INDEPENDENT SCHOOL DISTRICT #508
VANDALISM/BREAK-IN REPORT

School: _____ Date of Report:_____
Time and Date Problem Discovered:_____
Time and Date Reported to Authorities:_____
(Use 911 only if emergency still exists)

Time and Date Reported to Supervisor:_____

PLEASE BE AS DESCRIPTIVE AS POSSIBLE

Type of Vandalism_____

_____

_____

Visible Damage_____

_____

_____

Items Known To Be Missing_____

_____

_____

Comments_____

Building Principal _____

Maintenance Supervisor_____

Student Elopement Plan

Saint Peter Middle School

Elopement is defined as a student leaving an assigned area without permission from or knowledge of staff, often to escape and/or avoid a school-related situation or task. Along with the following general guidelines, individual plans are developed for students on an as-needed basis. Please contact the principal for additional information.

In the case of an elopement, Saint Peter Middle School will respond with the following procedure (or individual student plan on file).

Notifying office and staff:

* Notify office with name and last location.

* Office staff will notify all staff, "Code F.A.S.T. , (Student Name and Last Known Location)"

* When student is located, contact office and all staff will be notified, "F.A.S.T cancelled."

Staff Assignments:

***** F.A.S.T (Free/Available Staff Team) team: Student support services, administration, attendance secretary, all other available staff members.

* All staff will look in their classrooms, outside their windows and immediate hallway areas.

* The F.A.S.T. (Free/Available Staff Team) group should report to the office immediately, person designated as the "Main Contact" will form 3 search groups.

* Group 1 - will search 3rd floor restrooms, work areas, hallways, and unoccupied classrooms.

* Group 2 - will search 2nd floor restrooms, workrooms, nurse's office, and hallways, and unoccupied classrooms.

* Group 3 - will search 1st floor restrooms, gym/stage areas, and cafeteria

* Group 4 - will search outside perimeter of the building

* Any staff member that locates student should communicate with the main contact person immediately.

Who/when to notify police and parent(s):

*Principal is responsible for police and parent notification.

* In the event that the student is unaccounted for and his/her location is still unknown after F.A.S.T search, police liaison/police station should be called and parents notified at that time.

* In the event that the student has eloped and it is known that the student is outside the school building, police liaison/police station should be called IMMEDIATELY and parents notified at that time.

* Parental notification of ANY wandering incident is required, including incidents where the student may have wandered within the building and will be done by the principal or his/her designee.

Saint Peter High School
Emergency Action Plan
2025-2026



2121 Broadway Avenue
St. Peter MN 56082
507-934-4212

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Introduction:

These emergency procedures are designed to provide guidance to those having responsibility for the safety of pupils, school staff, and users of school facilities.

Common sense should dictate the reaction of school authorities to emergency situations. All situations CANNOT be neatly defined into a category for which hard and fast guidelines can be drawn. Individual judgment will need to be exercised in given situations. Continuing and meaningful efforts to prevent incidents that lead to emergency situations should be the area of greatest concern. In addition to the safety protocols outlined in this document, Saint Peter High School's comprehensive school safety plan includes proactive teaching of appropriate school behavior through its PBIS program, supporting students' social emotional health through PLPs, explicitly teaching social emotional/relationship skills through its Health and Family Consumer Science courses, and offering students additional targeted supports through its student support team.

The emergency plans included in this document meet requirements set forth by the state of Minnesota and Board Policy 806: Crisis Management and are based off of guidance provided by *Homeland Security and Emergency Management's Comprehensive School Safety Guide* and *The I Love you Guys's* Standard Response Protocol.

Emergency Teams:

Saint Peter Public Schools utilizes three broad teams in its emergency planning and management. Teams consist of the following:

District Emergency Response Team:

The district response team develops the school emergency plan with local community response agencies. The district response also assists building response teams with planning, training, and drills to ensure compliance with state drill requirements and continuity of planning. The team may also perform incident command functions typically reserved for district-level response such as public information, finance, or behavioral health crisis intervention.

Building Emergency Response Team:

Each school facility has an emergency response team consisting of staff trained to perform emergency response functions according to the school district emergency plan. Building level teams are responsible for developing and revising the building emergency plan and procedures, training staff, conducting required drills, documenting and evaluating drill performance, and response to real incidents.

Building Medical Emergency Response Team:

Each school facility has a medical response team to provide assistance in medical emergencies until emergency responders arrive. Medical response teams are trained in First Aid, CPR, and the use of AEDs.

Emergency Response Team Membership:

*Individuals are listed in order of chain of command.

District Emergency Team:

1. Jon Graff - Superintendent, Emergency Coordinator
2. Seth Putz - Buildings and Grounds Supervisor
3. Jessi Buttell - Middle School Principal and Safety and Security Team Coordinator
4. Ytive Prafke - Special Programs Director
5. Darin Doherty - North Elementary Principal
6. Annette Engeldinger - High School Principal
7. Jana Sykora - South Elementary Principal
8. Jon Hughes - School Resource Office
9. Rachel Fitch - School Nurse
10. Shea Roehrkasse - Activities Director
11. Tami Skinner - Community Education Director
12. Monica Hasch - Saints Bus

SPHS Emergency Team:

1. Annette Engeldinger - Principal, Emergency Coordinator
2. Shari Karlsrud - Dean of Students
3. Heather Sather - Case Facilitator
4. Regina Siriani - School Counselor
5. Andy Vander Linden - School Counselor
6. Courtney Colton - Social Worker
7. Jon Hughes - Police Liaison
8. Bob Plooy - Head Custodian
9. Kristin Zeiher - Head Cook
10. Maria Figueroa - Attendance Secretary/Receptionist
11. Sandy Clementson - Principal's secretary
12. Betsy Blume - Student Services secretary
13. Rachel Fitch/Ana Garza - Health office

SPHS Medical Emergency Team:

1. Rachel Fitch - School Nurse, Medical Emergency Coordinator
2. Jon Hughes - Police Liaison Officer
3. Kris Voeltz - Health/P.E. Teacher & Certified First Aid/CPR Trainer
4. Kris Sandborg - P.E. Teacher & Certified First Aid/CPR Trainer
5. Keith Hanson - P.E. Teacher
6. Ana Garza - Health Aid
7. Annette Engeldinger - Principal
8. Shari Karlsrud - Dean of Students
9. Heather Sather - Case Facilitator
10. Dave Borslien - Science Teacher

Emergency Coordinator Responsibilities:
Each Principal or program lead will determine a coordinator for their respective building's emergency response team. Emergency response team coordinators will have the primary responsibilities of:

1. Development and coordination of the school emergency plan
2. Informing staff members, students, and parents about the plan
3. Training staff and personnel on emergency procedures
4. Set up a clearly defined chain of command so that safety procedures can be appropriately carried out in the event of their absence from the building.

At SPHS, Annette Engedinger, Principal, will assume the role of emergency coordinator. Annette can be reached at 507-340-0627, district radio, or via the Crisis Go App. In the case of Annette's absence, Shari Karlsrud, Dean of Students will assume the role of emergency coordinator. Shari can be reached at 507-317-1358, district radio, or via the Crisis Go App. Refer to the chain of command listed above in the event both Annette and Shari are absent.

In general, building emergency response teams are responsible for ensuring the following:

1. Assure responsible authority and chain of command
2. Be able to communicate through a clearly defined communication plan
3. Be prepared to evacuate the building and have holding areas for all students
4. Be prepared to use the school facilities for a shelter, inclusive of plans for shelter in place and lock down.
5. Be prepared to transport students under emergency conditions

Incident Command:
The high school office will be the site of incident command unless the emergency situation determines the need for an alternate location.
Building Security Plan
Saint Peter Public Schools utilizes four levels, or tiers, of security to guide its operations. The following outlines the levels of security and specific actions associated with each

Saint Peter High School Building Security Plan

Security Level	Actions
Lockdown	• An announcement will be made over the intercom identifying a Lockdown • Staff will secure classroom entrances, offices, or work areas, and will not allow students to leave their areas. • The building principal or designee will call 911 • Teachers will check student rosters to ensure all students are accounted for • Communication will be provided via the Crisis Go App
Shelter In Place	• Students may not be allowed out of the building unless they are turned over to a parent/guardian or are authorized to return home via school transportation. This decision will be made after consultation with local law enforcement authorities. • Parents/Guardians, or any other persons needing to know, will be notified via the media. • The Saint Peter Police Department will be consulted. Law enforcement officials will advise the District as to whether or not the area around the school site is safe. • All other heightened security measures will be activated.
Heightened	• All general security practices will continue to be followed • Risks will be assessed on a regular basis with consultation from public safety officials • School administrators, counselors, and designated personnel will increase presence in and around school buildings • All school personnel will be notified and instructed to be looking for any suspicious activities or behaviors. Any suspicions should immediately be reported to administration • If any specific individuals are identified as at risk, parents/guardians, or any other persons needing to know will be notified in a timely manner. • Once a thorough threat assessment has been completed, The principal or designee will make determination about the level of security. • The Principal or designee will inform the local police of the situation.
General	• The office door (A), gym lobby door, and D.O. doors will open to allow student entrance at 8:05 am. They will remain open until 8:25 am. • At 8:25 am, all doors except the main office door will lock. • All visitors are required to check in., receive a visitor badge, and be buzzed out of the office in order to enter the main building. • On nights when there is an event, the gym lobby doors will remain open until the conclusion of the event. • Signs are posted at every entrance directing visitors to the main office. • All school personnel are required to wear school identification badges. • All school personnel are directed to approach visitors who are not wearing a name badge to greet them and direct them to the appropriate office. • If school personnel observe suspicious behavior by visitors, they are directed to contact the main office.

Emergency Communications Plan

Saint Peter Public Schools utilizes a number of communication tools to support its Emergency Management Plans. The following outline is intended to provide guidance on the use of each during an emergency situation. Communication tools include the following: Building intercom systems, building telephones, individual cell phones, Crisis Go app, district two way radios, dispatch radios, the fire alarm, and Thrillshare communication app.

Informing/Communicating with Emergency Responders:

Best: Phone Dialing 911 via telephone is always the best option. Stay on the line with dispatch as long as it is safe. Phone calls made by district telephone can be pinpointed to precise locations. Cell phone locations can be located, but not as precisely. Anyone can call 911 from any location.

Next Best: Dispatch Radio Each building has access to emergency radios that link directly to county dispatch. There is only one dispatch radio per building, so information must first be relayed to the individual in possession of the radio. If the situation becomes unsafe and office staff must move away from telephones, radio contact becomes a priority.

Informing Students and Staff:

Best: School Intercom School intercoms are an effective means of communicating information instantly with an entire building. Use of intercoms is a best option as long as it is safe to do so.

Next Best: Crisis Go is an effective means of communicating with in-school groups and those who may not be in the building (PE/Recess) during a crisis situation. Best case scenario, intercom and Crisis Go are utilized simultaneously.

District Radio: In the event of a crisis (not a drill) district radios will play a minimal role.

Fire Alarm: When the fire alarm sounds, it always signals an immediate evacuation from the building.

*Staff will be notified of district/school emergency action plans during fall workshop week staff meetings.
*Students will be notified of district/school emergency action plans during grade level handbook meetings and regularly scheduled drills that are held throughout the school year.

Informing Parents/Guardians:

Thrillshare notification system will be utilized for mass communication to parents/guardians.
All emergency messages must receive approval from the superintendent of schools.

*Parents/Guardians will be notified of district/school emergency action plans the second week of school via the weekly parent newsletter.

Informing Media and Community:

The superintendent or designee will handle all media requests and construct/create all district level messages to the media

SPHS Emergency Communications Plan

Informing/Communicating with Emergency Responders:	
Best	Phone (911)
Next Best	Dispatch Radio (located in office)

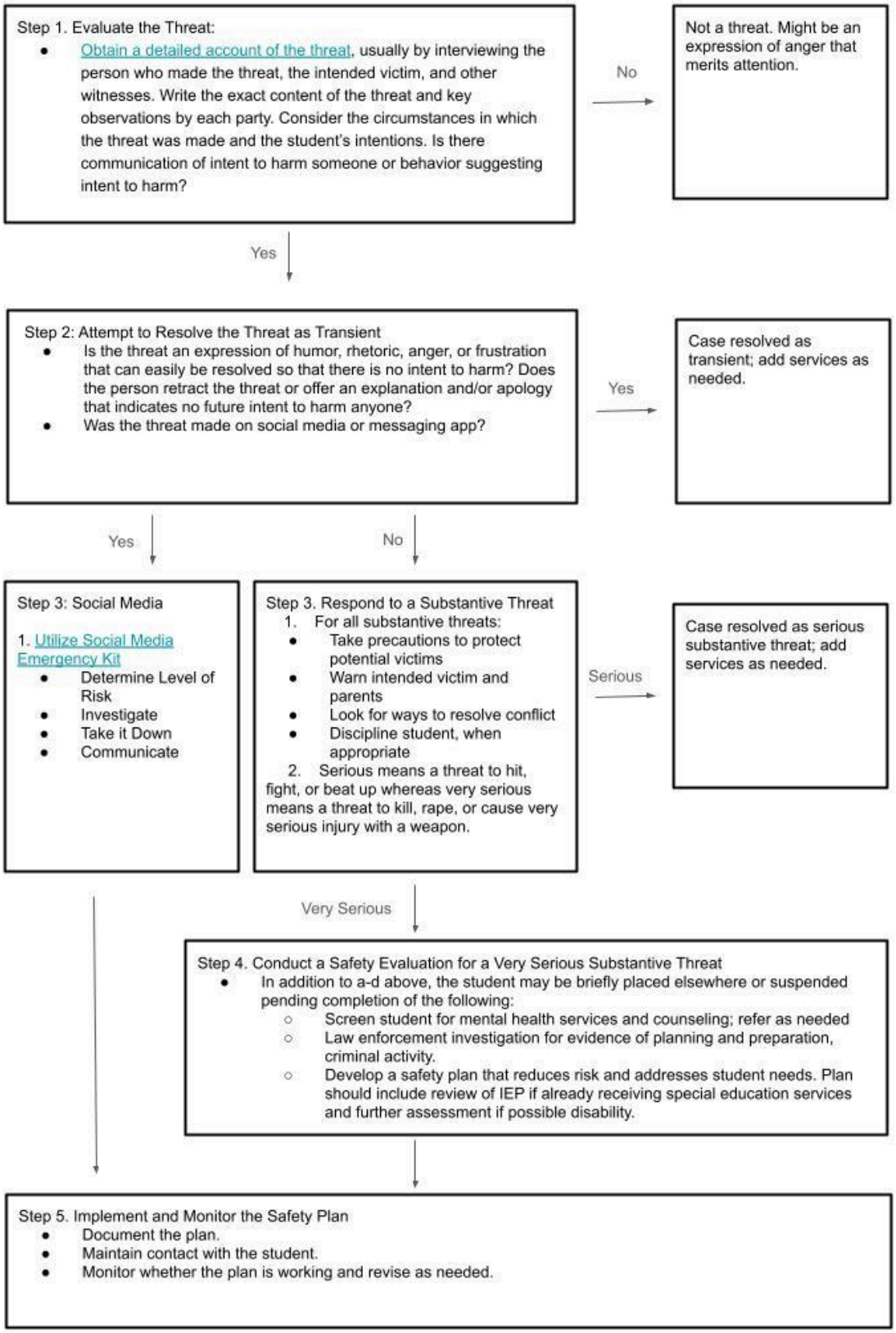
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Informing/Communicating with Students and Staff:	
Best	School Intercom and Crisis Go App Simultaneously
Next Best	1. School Intercom 2. Crisis Go App
Alternative	District Radio and/or Runners
*Fire Alarm	Always signals to evacuate the building

Informing/Communicating with Parents/Guardians
Thrillshare communications app

Informing/Communicating with Media and Community
The superintendent or their designee will handle all communication with the media.

Threat Assessment Protocol:



Emergency Contact List:

The following is list of people to be called and notified in the event of a school emergency

a.	Jon Graff, Superintendent	507.934.5703 x1005	507.720.5118 (C)
b.	Annette Engeldinger, Principal	507.934.4212 x6099	507.340.0627 (C)
	Shari Karlsrud, Dean of Students	507.934.4212 x6115	507.317.1358 (C)
c.	Seth Putz, Buildings/Grounds Supervisor	507.934.4210 x1032	218.434.1149 (C)
d.	Robert Ploog, Head Custodian	507.934.4212	
e.	Jon Hughes, Resource Officer		507.491.0992 (C)
f.	Rachel Fitch, School Nurse		507-317-0537 (C)
e.	River's Edge Hospital & Clinic	507.931.2200 (if applicable)	
f.	St. Peter Fire Department	911 or 931-1120 (if applicable)	
g.	St. Peter Police Department	911 or 507.931.1550 (if applicable)	
h.	Nicollet County Sheriff	507.931.1570 (if applicable)	

Additional Emergency Contact Information

Regulatory Coordinator

Seth Putz	507.934.4210 x1032 (M)	218.434.1149 (C)

Administration

Jon Graff	Superintendent	507.934.5703 (W)	507.720.5118(C)
Jessi Buttell	SPMS Principal	507.934.4210 x5019	507.720.5118 (C)
Steve Alger	Dean of Students	507.934.4210 x5099	507.720.5148 (C)
Ytive Prafke	Special Programs Director	507.934.4211 x1010	507.720.1257 (C)
Jana Sykora	South Elementary Principal	507.934.5703	320.496.7038 (C)
Darin Doherty	North Elementary Principal	507.934.3260 x4006	507.351.0040 (C)
Annette Engeldinger	High School Principal	507.934.4212 x6099	507.340.0627 (C)
Shari Karlsrud	Dean of Students	507.934.4212 x6115	507.317.1358 (C)

General

Ambulance	911 or 931-2200
Fire Department	911 or 931-1550
Police	911 or 931-1550
Sheriff	911 or 931-1570
Civil Defense - Nicollet County	931-6800
	931-1550 (After Hours)
Fire Marshal - Thomas Roessler	507-602-0651
Saint Peter Community Hospital	911 or 931-2200
Weather Bureau-Nicollet County Sheriff	931-1570
City of Saint Peter	934-4840
Poison Control Center	1-800-222-1222
National Suicide Crisis	1-800-784-2433
South Central Mobile Crisis Line	1-877-399-3040

Maintenance

Seth Putz	Buildings/Grounds Supervisor	507.934.4210 x1032(W)	281.434.1149
Robert Ploog	Head Custodian	507.934.4212 (W)	

Bus

Monica Hasch	Saints Bus	507-934-4690

Food Service

Emily Craig	320-760-3231

Repair

Call in case of emergency **if the Head Custodian or Operations and Maintenance Supervisor** cannot be reached.

	Company	Phone
Plumbing:	Andresen Plumbing	507-931-9020
Boiler Work:	Adams Mechanic	612-417-0425
Electrical:	BLK Electric	507-388-1173
Fire Alarm:	Alarm Monitoring Services	507-345-4185
Card Entrances/Cameras:	A+	507-625-6554

Utilities

	Company	Phone
Electric:	City of Saint Peter	934-4840
Natural Gas:	CenterPoint Energy	1-612-321-5050
Telephone:	Arvig	1-866-897-3469

Fax:	Consolidated	507-387-1151
Internet	Consolidated	507-387-1151

Crisis Response Team

BUILDING	NAME	PHONE	MOBILE #
Nicollet Co. Nurse	Rebecca Willette	934-7226	(507) 479-3085

General Crisis Management Plans:
Saint Peter Public School's crisis management plans follow the Standard Response Protocol (SRP) (version 4.2, 2024) from the I Love You Guys Foundation. The plans cover building security, classroom/building/campus evacuation, and sheltering procedures using six key actions: Hold, Secure, Lockdown, Evacuate, Shelter, and Reunify.



HOLD **SECURE** **LOCKDOWN** **EVACUATE** **SHELTER** **REUNIFY**

District-wide immediate response actions and when to call a response protocol:



HOLD

- Medical Emergency
- Mental Health Crisis
- Student Behavior Crisis



SECURE

- Unknown or unauthorized person on the school grounds
- Dangerous animal on school grounds
- Suicidal Thought/ Attempt/ Completion
- Demonstration/ Disturbance
- Criminal activity in area
- Planned police actvitiy in the neighborhood



LOCKDOWN

- Dangerous animal within the school building
- Intruder/ Hostage
- Angry or violent parent or student
- Report of a weapon



EVACUTE

- Bomb Threat
- Fire
- Hazardous Material Release/ Spill



POLICE LEAD EVACUATION

- After a lockdown



SHELTER

- Hazardous Materila Spill/ Release Outside
- Tornado
- Severe Weather
- Flooding



REUNIFY

- Due to Weather
- Power outage
- Hazmat event
- School crisis



HOLD
In Your Room or Area.

HOLD
IN YOUR ROOM OR AREA.
There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

During a Hold, there may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

PUBLIC ADDRESS
The public address for Hold is: "Hold in your room or area. Clear the Halls."

It is repeated twice each time the public address is performed. There may be a need to add directives for students who are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls.
Hold in your room or area. Clear the Halls."

An example of a medical emergency message would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

PUBLIC ADDRESS - RELEASE
A Hold Action can be released by Public Address.

When it's been resolved:

"Students and staff, the Hold is released. All clear. Thank you for your assistance in making this Hold work smoothly."

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

ACTIONS
Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that, prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

RESPONSIBILITY
Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION
Student, teacher, and administrator training.

Reinforce with students and staff that during a Hold, classroom activities will continue while the incident is addressed. Administrators should make a plan for communicating with staff, students, and parents/guardians after a Hold is cleared to provide pertinent information about the incident.

DRILLS
Hold should be drilled at least once a year, or as mandated by state requirements.

CONTINGENCIES
Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS
The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.

SECURE
Get Inside. Lock Outside Doors.

SECURE
GET INSIDE, LOCK OUTSIDE DOORS.
The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

PUBLIC ADDRESS
The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.
Secure! Get Inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

PUBLIC ADDRESS - RELEASE
A Secure Action can be released by Public Address.

"The Secure is released. All Clear.
The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear.
Thank you for your assistance with making this Secure work smoothly."

ACTIONS
The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

ADDING A LIFECYCLE TO THE SECURE PROTOCOL
As a situation evolves there may be more information available to guide decision making. With the Secure Action, there is the option to transition from the initial response of "No one in or out" to some access control.

NO ONE IN OR OUT
The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

CONTROLLED RELEASE
An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

MONITORED ENTRY
When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement, and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.



LOCKDOWN
Locks, Lights, Out of Sight.

LOCKDOWN.
LOCKS, LIGHTS, OUT OF SIGHT
Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

PUBLIC ADDRESS
The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!

Lockdown! Locks, Lights, Out of Sight!"

ACTIONS
The Lockdown Action advises making rooms look unoccupied by locking individual classroom doors, offices, and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights, and having occupants maintain silence.

Most schools have implemented policies requiring all exterior doors be locked during the school day, consistent with current best practices. Therefore, the protocol advises leaving the exterior doors as is during a Lockdown Action. Be certain there's a plan for allowing local first responders to gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

RESPONSIBILITY
The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

REPORTED BY
When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

PREPARATION
Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member, or school administrator to unlock it.

DRILLS
Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the "SRP Lockdown Drill" section of this book.



EVACUATE

A location may be stated.

EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An off-site evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method:

Link to either your website or **https://iloveuguys.org** for them to learn more.

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.

Evacuate! To a location."

ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points, and evacuation sites, as well as student, teacher, and administrator training. An evacuation site may become the reunification site, so plan accordingly. Ideally, plan to have an off-site evacuation facility that's within walking distance, and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from **iloveuguys.org**.

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take attendance after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

CONTINGENCIES

Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for attendance or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials section for examples.

POLICE LED
Evacuation after a Lockdown

POLICE LED EVACUATION
In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building after a Lockdown, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS
There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS
As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses, or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT
Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct, and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

EMOTIONAL RESPONSIBILITY
There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce the trauma that might be associated with a Police Led Evacuation.

PREPARATION
Student, teacher, and administrator training.

In the event of a police-led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

MEDIA MESSAGING
To the media/community after an event.

Example Situation: Violent Event

"On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process."

DISPATCH MESSAGING
To responding officers during an event.

Example Situation: Police Led Evacuation

"(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (timestamp)"

LAW ENFORCEMENT MESSAGING
To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

LAW ENFORCEMENT GUIDANCE
Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

CONTINGENCIES
Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may Hold in their classroom and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

TRANSPORTATION
During a police-led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.



SHELTER

State the Hazard and Safety Strategy.

SHELTER
STATE THE HAZARD AND SAFETY STRATEGY

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

PUBLIC ADDRESS

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter! For a hazard. Using safety strategy.

Shelter! For a hazard. Using safety strategy."

For a tornado, an example would be:

"Shelter for a tornado. Go to the tornado shelter.

Shelter for a tornado. Go to the tornado shelter."

After the danger has passed:

"Students and staff, the Shelter is released. All clear. Thank you for your assistance and patience during the Shelter."

HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE:

- Evacuate to Shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION

Identification and marking of facility Shelter areas.

DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (https://iloveuguys.org/The-Standard-Response-Protocol.html).

Emergency Specific Action Plans:
The following pages detail action plans for specific emergency scenarios.

Assault and Rape:
In the event there is an occurrence of rape and/or serious assault, school personnel should follow these procedures:
Medical Procedures

1. Render first aid to the victim.
2. Phone the police, 911.
3. Notify the school counselor or school social worker.
4. Check for:
    a. Emergency contact on file if victim is a student or staff member.
    c. Notify parent/guardian or spouse or individual on emergency information.
    d. If building has staff member with specific training in the area of rape relief, have them assist. Staff members are listed at the end of this section.
5. Notify the principal or administrator.
6. Notify the Superintendent.
7. Obtain as much information regarding the assailant and incident as possible.
8. Accompany the victim, if necessary, to the hospital or appropriate law enforcement center.

The heightened security plan will be put into place.

The Superintendent's Office will be the only source of information to the press.

Assault and Rape Personel:

Name	Title	Phone	Cell Number
Courtney Colton	Social Worker	934-4212 Ext. 6105	507-270-6224
Regina Siriani	Counselor	934-4212 Ext. 6200	715-573-5408
Andy Vander Linden	Counselor	934-4212 Ext. 6127	320-250-1986
Rachel Fitch	Nurse	934-4210 Ext. 1009	507-479-9316

Bombs and Bomb Threats:

Instructions for Receiver of a Call:

Schools have been primary “targets” of bomb threats particularly on a seasonal basis (Spring and Fall). However, there have also been documented cases where actual bombs have been found and/or detonated. Bomb threats should be taken seriously.

1. A person receiving a bomb threat should try to attract someone else’s attention (without tipping off the call) in an attempt to have the call traced. (Note: office staff are most likely to receive such a call and should be familiar with the process for tracing a call).

2. Obtain as much information as possible, i.e., the time set for the explosion; the exact location of the bomb; the type of explosive device and what it looks like; and, why the bomb was placed in the school. Justify your request for more data by expressing a desire to save the lives of innocent people. Pay particular attention to any strange or unusual background noises and the voice of the caller.

3. Immediately notify the building administrators and the superintendent of schools. A decision will be made on whether or not to evacuate the building. It is not recommended that school evacuation be made in all cases, however, circumstances will vary in each incident.

4. On request of building administrators or superintendent, call police department (911).

Building Administrators or Designees’ Responsibilities:

1. Check the receiver of the call for authenticity and other pertinent information.

2. Report to the emergency command center.

3. Call the police and/or sheriff’s office, if not already done.

4. Evaluate the bomb threat and determine the course of action that will be taken from the emergency command center.
   a. Deploy search teams from the command center to search the outside and inside of the building.

   b. Alert all staff members to conduct a search of their classroom, office, or work area and report any unusual conditions.

5. Meet with law enforcement officials regarding search and further procedures.

6. Handle all inquiries from the news media.

7. Follow the administrative rules for bomb threat procedures.

Evacuating the Building:

1. If the building is to be evacuated in response to a bomb threat:

    a. Notify the police department immediately.

    b. Evacuate the building immediately with everyone going at least 500 feet from the building (175 paces). **School should not be canceled or students sent home.**

    c. Teachers will make a visual check of their classrooms, as they evacuate, reporting anything unusual to the police. **DO NOT TOUCH ANYTHING SUSPICIOUS.**

    d. Teachers, aides, nurses will be responsible for persons in rooms at time of evacuation.

    e. Teachers will take their class roll once evacuated. Teachers who do not have classes should make certain everyone is at least 500 feet from the building.

2. Building administrators or custodians make a visual check for persons still in the building.

3. Do not re-enter the building or an area of the building unless cleared by the police department. If requested by the police department, the head building supervisor, and a building designee, should conduct a visual search of the interior and exterior of the building.

4. If the evacuation is for the remainder of the school day, move students to a safe distance from the building. Activate a plan to move the students to a secure area. Students will be dismissed or transported home from this area.

5. Secure all doors.

6. If the building is NOT to be evacuated in response to a bomb threat, as a minimum, follow instruction II - IV. above.

Responsibilities of Faculty and Staff:

1. Make a visual check of classroom, offices, or work areas. Report anything unusual to the principal. **DO NOT TOUCH ANYTHING.**

2. If evacuation is necessary, follow the fire drill evacuation to at least 500 feet (175 paces) from the building.

3. Staff who have rooms that have outside doors should check to see that they are locked before evacuating the building.

4. Do not enter the building until told to do so by the building administrator or designee.

Individual Building Plan for Saint Peter High School:

1. The emergency command center will be the school office.

2. Secure all doors if the building is evacuated.

3. If students are to be evacuated for the remainder of the school day, follow these procedures:

   Move students away from the building. Gather in fire exit locations and accompany the students to Saint Peter Catholic Church. Students will be dismissed or transported to units from the area. The building secretary will call Saint Peter Catholic Church and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

   Saint Peter Catholic Church: 507-931-1628
   Saints Bus Service: 507-934-4690

Child Abuse/Kidnapping:

Child Abuse:
Any staff member who suspects neglect, physical abuse, or sexual abuse is mandated to make an immediate report to the building administrator. The reporting staff member should gather the following information on the abused or neglected child:

1. The child's full name, date of birth, home address, phone, and parent's names.
2. Any person believed to be responsible for the abuse or neglect of the child.
3. The nature and extent of the abuse or neglect.
4. The name and address of the reporting party.

An oral report is to be made to the appropriate child protection agency after the information has been obtained. The oral report is then to be followed up by a detailed written report to the notified agency.

If the reporting staff member believes that the child is abandoned, subject to a real or imminent threat, or in need of medical attention, the building administrator should be called immediately. Officers can remove a child from a threatening environment to protect the child. If a police officer or child protection worker comes to the school to interview a child, the building administrator shall be notified. The building administrator will be given a written notice of the intent to interview a child at school.

School officials cannot disclose to the parents, legal custodian, guardian, or perpetrator, that a request to interview a child has been made until after the abuse or neglect investigation or assessment has been concluded.

Any staff member who makes a child abuse or neglect report in good faith is provided with civil and criminal immunity in accordance with the Maltreatment of Minors Reporting Act. Additionally, the identity of the reporter is protected except in very limited circumstances.

Kidnapping:

1. Following are some preventative activities which may help avoid Kidnapping situations:
2. School secretary should have at her desk a list of students who are not to be released to anyone except a particular parent or guardian.
3. Emergency cards of such students should be tagged.
4. Before releasing a child to anyone except the parent or guardian on the list,school secretary should check with the custodial parent and/or guardian for approval; a record of the time and date of phone approval should be made and kept.
5. When parent telephones a request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.
6. All visitors should be asked to sign in at the building administrator's office and follow building procedures for visitors.

In the event of a Kidnapping:

1. Phone the police: 911.
2. Contact the building principal/program supervisor.
3. Phone the parent/guardian.
4. Phone the Superintendent.
5. Do not release any information to the press. Refer requests for information to the Superintendent's Office.

Civil Defense Alert:

School Personnel

A. Students will be sent home when official Civil Defense Public Information indicates there is sufficient time to arrive home before dangerous conditions develop. (See “Emergency School Closing” for procedures.)
   1. Information will be released by the Superintendent or designated official to all communications media.
   2. Local broadcast stations (EBS) will transmit emergency public information.

B. If, in the opinion of the Superintendent, there is not sufficient time to transport the students home, the building principals/program supervisors will be so instructed.

C. If schools are not in session during a Civil Defense alert due to deterioration of international affairs, every effort will be made to close schools until safety is assured by the emergency broadcast network.

Members of the Public

In the event of a Civil Defense alert, members of the public may come into the school buildings for shelter.

Best Place of Protection

The staff should guide the students and members of the public to underground areas or to interior hallways on lowest floors. If hallways are crowded, use interior rooms. As a last resort, use area of classrooms farthest from the windows.

Method of Communications

Method of communications to the occupants of the building will be by public address system or by courier appointed by the principal/program supervisor. The principal/program supervisor will be in charge of each building. The principals/program supervisors will receive their instructions via the emergency broadcast network and/or from the Superintendent’s Office via the Director of Maintenance. The district office shall communicate to each building by telephone or by an appointed courier.

Telephones are not to be used except by permission of the Principals, Program supervisors, Superintendent or Director of Maintenance.

HIGH SCHOOL CIVIL DEFENSE PLAN:

Students will be sent home when civil defense communications indicate there is sufficient time to arrive home before dangerous conditions develop. Information will be released by the proper authorities to all communications media).

1. In the event that conditions will not allow time for students to be dismissed, students will be assembled in predesigned areas in each building or predesigned shelters in the High School.
    a. Signage for shelter area in this building is posted in each room.

2. In the event that conditions will not allow for students to be assembled in the school building, students will be moved to St. Peter Catholic Church. The building principal, or designee, will call the Church to notify the staff of the situation. The school bus company will be called to assist in transporting students to the site.

Plan for Use of School Facilities for Shelter:
If the area is suffering from a disaster, the use of the school facility will be a part of the overall community plan to utilize community resources, and is a part of the school plan approved by the board.

1. The use of the school facilities as shelter will be reserved for the students of the district. However, in the event that the students do not need the school shelter it will be made available to the community.
2. During a declared or undeclared emergency, the school facilities are available for civil defense activities if it is deemed necessary by the Civil Defense Director.
3. If the school is used as a fallout shelter for the school children, members of the staff are in charge as shelter managers.

Fire:
Fire Alarm Operation:
When the fire system panel sounds:

1. Security Attendant has 15 seconds to acknowledge the fire alarm on the panel.
    i. At the panel: Turn the Key ON.
    ii. Press the Ack/Stop Button

If the Security Attendant does not acknowledge the alarm within 15 seconds, the fire alarm will automatically sound throughout the building alerting occupants to evacuate.

2. Use the 2-way radio to contact the custodian
    i. Read the location of the alarm on the Fire Panel Screen to the custodian.

The Custodian has 3 minutes to determine whether the alarm is actual or false before the general alarm will sound throughout the building.

3. If the custodian reports, there is a fire
    i. Pull the Fire Alarm and EXIT the building.

4. If the custodians determine it is a false alarm:

i. Press the RESET button on the Alarm panel.
ii. Call Alarm Monitoring Service central reporting station at 1-507-345-4185
iii. Identify yourself by name, school location and inform them of your account number 4681
iv. Identify your PASSWORD: 4681. (yes, same as the account #)
v. Ask them to put the system on test for 30 minutes.

If the custodian does not report back within the 3 minutes, the alarm will automatically sound throughout the building alerting occupants to evacuate. Also, if within the 3 minutes, and a second detection device activates, the alarm will automatically sound throughout the building alerting occupants to evacuate.

5. When the custodian reports he has repaired or replaced the faulty detector as necessary RESET the system.
   i. Press the Reset button on the alarm panel
   ii. Turn the key OFF.

End of Event

1. If the fire alarm sounds:

   a. Evacuate the building to at least one hundred feet following the specific exit directions listed.
   b. School officials will make an immediate determination of the location of the fire or hazardous condition. Upon determination, immediate contact is made with the office and the elementary principal using appropriate communications.
   c. The secretary or designee will contact St. Peter Police Department to confirm the situation.
   d. The Principal will report to the office. The Principal or designee will establish formal communication with the police and fire department. Secretaries will call bus service if necessary.
   f. Students and staff are not to return to the building until notified by a Principal or Principal's designee.

2. All teachers are requested to make themselves familiar with the following rules and regulations and explain them thoroughly to the pupils of their respective rooms immediately so that fire drills may be successfully begun after the first week of school. Please discuss this with students.

   a. **Any teacher or pupil who observes any indication of fire will immediately pull the switch in one of the stations located in the corridor.**

b. The Emergency Evacuation Plan will be followed for vacating the building. The school secretary will call the St. Peter Police Department in the event of an actual fire situation.

c. Teachers are requested to impress upon all pupils that fire drills are very serious matters and should not be treated lightly.

d. Each teacher should make it a point to become familiar with the alarm stations and their locations, and the location of fire extinguishers.

e. In case of actual fire during inclement weather, students will be evacuated to Saint Peter Community Center

Emergency Evacuation Plan:

1. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all pupils have left the room. If there is time, close the door and bring your record book with you.

2. As soon as the alarm is sounded, pupils will rise and pass in a rapid, orderly manner from the room by the exit used for regular dismissal.

Pupils should pass from the room in single file and the pupils from an individual room should remain in single file until out of the building. Under no circumstances should pupils be allowed to move faster than a rapid walk. There should be no talking after the alarm is sounded and until pupils are clear of the building. Noise leads to confusion and encourages panic. Also, with much noise, emergency instructions or changes in regular procedure cannot be heard. The first two students to arrive at any exit should hold the doors open until teachers arrive to relieve them.

3. Pupils will not take their coats or books with them.

4. As soon as all pupils have left the building, the teachers will take their positions at the exit from which the pupils have left and under no circumstances allow any of them to pass back into the building until the outside bell has sounded.

5. Teachers will direct pupils to march away from the building to the parking lots. The space near the building should be absolutely clear. Pupils should return to the building after a drill by the same route that they left the building. There are to be no students in the streets.

6. Evacuation routes are posted in each room and should be visible upon exiting the room.

The following staff will be responsible for ensuring students are out of designated lavatories:

Commons - Scott Robinson & Jacob Pehrson
Gym Lobby - Kris Voeltz & Kris Koehler-Sandborg
Locker Rooms - Kris Sandborg & Keith Hanson
1st Floor Locker Bay- Courtney Colton & Andy Vander Linden
2nd Floor Locker Bay - Heather Bakke & Tom Leonhardt

Natural Disaster/School Disaster Procedures

A. Tornadoes
   1. Public warning signal - 5 minute steady blast on Civil Defense siren and repeated if necessary.
      a. Tune in radio to local commercial broadcast station.
      b. Tornado warning alert will be disseminated to other schools from high school warning point.
      c. Elementary Administration will disseminate warning to remaining schools in District.

B. Severe Thunderstorms

   1. Public warning signal (radio or TV) no siren sounded unless danger or tornado.

   2. Warn students before the spring tornado season, regarding:
      a. Low areas where flooding might occur.
      b. Loose or downed electrical wires.
      c. Danger from lightning.

   3. If storm occurs at dismissal time, it might be desirable to retain students until danger has passed.

C. Epidemics

   1. The County Health Department is responsible for all rules governing the control of communicable diseases.
   2. At the first sign of contagion in epidemic proportions:
      a. Call the County Health Department.
      b. The Health Department will take necessary action.
   3. Pandemic Influenza preparedness plan is available in the emergency tool kit.

D. Electric Power Failure
   During school hours - call St. Peter Public Utilities-telephone number 507.934.4840.

E. Top Priority Gas Line Break

1. During school hours:
   a. Clear the immediate area-evacuate building if necessary, call the bus service and transport students to Saint Peter Community Center
   b. Call CenterPoint Energy - telephone number 1.612.321.5050.
   c. Call Fire Department - if necessary - telephone number 507.931.1110.
   d. Notify Principal's office.
   e. Call custodial Jerry Doyle 952.212.9614
2. After school hours:
   a. Call St. Peter Public Utilities: 507.934.4840.
   b. Call building and grounds supervisor, Marc Bachman 507.382.4078
   c. If flooding occurs and pumps are needed, call City Engineering Department: 507.934.4840 or
   d. Civil Defense Director: 507.931.6800 or
   e. Sheriff's Office: 507.931-1570.

F. Water Main Break

1. During school hours:
   a. Call St. Peter Public Utilities: 507.934.4840.
   b. Call custodian Sharon Petersen 612.723.2725
   c. If flooding occurs and pump is needed, call City Engineering Department: 507.934.4840 or
   d. Civil Defense Director - 507.931.6800 ext. 250.

2. After school hours:
   a. Call St. Peter Public Utilities: 507.934.4840.
   b. Call building and grounds supervisor, Sharon Petersen 612.723.2725
   c. If flooding occurs and pumps are needed, call City Engineering Department - 507.934.4840 or
   d. Civil Defense Director: 507.931.6800 extension 250 or
   e. Sheriff's Office: 507.931.1570.

G. Blizzards

1. Awareness
   a. The approaching winter storm or blizzard conditions will be announced by radio/TV.
   b. The District Office will advise principals and the transportation department of possible early closure or cancellation of late buses and/or extracurricular buses.
   c. Early dismissal of special education transportation out of the district will depend on decisions of local school district to which student has been transported.

2. Action

a. Transportation will be notified by the Superintendent to prepare for optional service or for cancellation of service.

b. Principals/Program Supervisors will be notified by the Superintendent of the decision relative to transportation.

c. At time of dismissal, students should be advised by school staff to:
- Go directly home.
- Dress properly for the weather
- Be aware of low visibility and that it may be difficult to see or be seen.

d. If school buses cannot transport students to their homes, the students will be held in classrooms until each student identifies where they will be going at the dismissal of school.

e. Should a winter storm be too severe to release students, the school staff should be prepared to supervise until released. Also, should it be necessary, the school kitchens will be opened to provide food for students and staff.

3. Closing of Schools

a. Determined by the Superintendent of Schools.

b. In absence of Superintendent, the decision will be made by:
Darin Doherty - North Intermediate Principal

c. Notice will be given by Thrillshare communication system when schools are not in session or upon an emergency closing.

D. Flooding

1. In the event of flooding, the Superintendent of Schools will make the decision to close the schools. Parents and community members will be notified of the dismissal/evacuation or closing via Thrillshare, radio or TV.
2. If schools are evacuated, the Director of Transportation will develop alternative bus routes depending on the severity and extent of flooding.
3. The Principals and Program Supervisors of each building will establish routes to be taken for students who are walking.
4. School personnel shall supervise walkers as needed.

Disturbances or Demonstration Procedures:
The prevention of possible disturbances should be the prime concern of the entire community. Sound and relevant educational programs and open lines of communication with students, staff, parents and community are important.

The following procedures should be considered only in case of extreme emergencies. The administration staff should assess the situation to determine its seriousness and its effect on the safety of students and staff before taking any action.

A. Procedure (after determination that a situation is threatening to the safety of students and staff).
    a. Principal, or designee, is in complete charge of building and facility. (A predesignated chain of command should be established in case of absence of the Principal from the building).
    b. Put into effect the prearranged individual building emergency plan.
    c. Notify the Superintendent of Schools.
    d. Notify all schools in area of possible disturbances.
    e. Student relations:
        i. Keep student informed of situation through normal channels of communications.
        ii. Conference with student representation of all groups representing all points of view in order to dispel rumors, calm fears, and provide as near normal operation as possible.
        iii. Normal classroom operation should be maintained as much as possible and all students encouraged to stay in classrooms.
            1. No students should be physically restrained from leaving the
            2. If disturbance is outside of building, students should be kept away from windows.
            3. Students should be advised of the threat to their welfare that may be occasioned by leaving the building.
            4. No students, or student group, should be utilized in calming any disturbance that might place them in a situation where physical harm might occur or that would jeopardize their normal relationship with their fellow students.
B. Staff relations:
    a. Faculty
        i. Keep faculty informed of the situation, using all available means of communication.
        ii. All faculty should record events that occur in their vicinity with names, times, and place of events, and action taken.
        iii. All faculty can have a calming effect by their judgment and sound action will minimize the disturbance. Individual fear or emotion must be controlled and not communicated to students.

b. Administrative staff - Responsible to building. Responsible for performance of assigned duties.
c. Custodial staff
    i. Responsible to building Principal for assigned duties.
    ii. Responsible for physical plant; i.e., utilities, fire alarm center, etc.
    iii. Security of all entrances.
d. Clerical Staff
    i. Safety of essential records without jeopardy to their own physical well being
    ii. Keep switchboard clear for emergency calls.
e. Auxiliary staff - All aides remain at their assigned duties unless specifically assigned other duties by the administration staff.

C. Police Relations
    a. The Principal of the building should alert the police for possible action.
    b. The use of uniformed police in any crisis situation must be handled with extreme care. Principal should designate an entrance and room where uniformed police may enter and remain there until called for duty.

D. Community Relations:
    a. Parents
        i. Keep parents fully informed of situation in schools by all possible means of communication.
        ii. Organize a parental group that would voluntarily participate in attempts calm disturbances in schools.
        iii. A telephone chain should be established for speedy utilization of parents.
    b. Community organization and leaders.
        i. Establish relations with organizations in the community and recognize community leaders so that they might be a source for assistance in calming potentially dangerous situations.

E. News Media Relations
    a. Assign a staff person the specific responsibility for dealing with all news media.
    b. Provide a room for press conferences.
    c. Keep news media informed of all decisions.
    d. Insist that news media keep cameras out of the building or that they be brought to the press room.

F. Closing of Schools
    a. Only the Superintendent of Schools, or the Superintendent's designee, can legally authorize the closing of schools.
    b. If the decision to close schools is made:
        i. Parents will be informed as quickly as possibly through Thrillshare and, radio/television.

ii. Students and staff will be informed.
iii. Staff will supervise dismissal
iv. Bus transportation will be arranged
v. Neighboring schools should be informed

SPHS Evacuation Plan for Disabled Students:
The following procedure is to be used during an emergency drill when a wheelchair student is in your classroom.

Drill Procedures:

1. Teachers are to accompany the wheelchair student to the nearest stairway or exit. Remain with the student at the head of the stairs.
2. Direct your other students to proceed to appropriate fire exit or tornado shelter with an adjacent teacher.
3. Do not use elevators

Emergency Evacuation Procedures:

1. Assigned teacher(s) will direct the following procedures:
    a. Secure breaks on the wheelchair
    b. Remove restraints (seat belts, trays, foot straps
    c. Lift the wheelchair footrests
2. The method used to transfer students covered under this policy will vary with each student. At the training session for the evacuation plan, the assigned teachers will be instructed in the proper method of transfer. A written description of this policy will then be attached to the student's IEP.
3. Once on the second floor of the building, place the student in a wheelchair (stored in the Nurse's office).
4. The student will be taken directly to an unlocked vehicle via a wing of the building deemed safe to enter by the fire department. This precaution is to limit outside exposure and lessen the chance of illness.

After meeting with administrators and the fire chief, it was agreed that students with physical disabilities will not be evacuated during a practice or scheduled drill. This is done to prevent possible injury to students.

Each student has an individual evacuation policy attached to his/her IEP.

Students who can walk unassisted are accompanied by the teacher whose class they are in at the time. Students unable to evacuate themselves will have assistance. Stairways are designated on each floor where students are to assemble for an evacuation. A team of teachers will also meet there to assist.

Medical Emergencies - Initiating the Medical Emergency Response Team

Each school facility has a medical response team to provide assistance in medical emergencies until emergency responders arrive. Medical response teams are trained in First Aid, CPR, and the use of AEDs.

Team Composition:

Team size may vary depending on the size of the building. It is, however, recommended that the First Response Team have a minimum of 5 members, including the School Nurse and Health Para. Suggested members of the team could include the secretary, administrator, teacher and para.

Training Meetings:

At least four members will be required to maintain current certification in CPR. This yearly renewal would be paid by the District. Team members will be required to attend an annual meeting for situational practices and review. In addition, there should be one emergency simulation per year to evaluate the team's response.

General Guidelines:

1. School Nurse or Health Para is called to area where help is needed.
2. School Nurse or Health Para will survey scene and notify secretary that the First Response Team is needed at a specific location.
3. Secretary will make an all-call using the building PA system requesting the First Response Team report to a specific area. "Medical Emergency Team please report to ____" x2
4. The secretary will call 911 if so directed by the school nurse or incident coordinator
5. Team members will be assigned specific duties by the school nurse or incident coordinator.
6. One team member will report directly to the health office to cover during the absence of the school nurse and health para. This person will become aware of where supplies are kept that may be needed at the emergency site.

Secretary Duties:

1. Activate the First Response Team when directed to.
2. If told to call 911, be specific regarding type of emergency and the location. Let them know that someone will be at the front door to meet them.
3. Call the School Nurse if not in the building: Rachel Fitch 934-4210 Ext. 1009 or 507-479-9316 (cell) Angela Bruns 934-4210 Ext. 5021
4. Call parents and alert to situation and whether 911 has been called or not. Find out which hospital and if they will be meeting the ambulance there.
5. Make 2 copies of emergency card.

Medical Emergencies General:

ALWAYS REMEMBER "KEEP CALM"
"SURVEY THE SCENE FOR SAFETY"
"USE UNIVERSAL PRECAUTIONS"

UNIVERSAL PRECAUTIONS IS THE TREATMENT OF ALL BLOOD AND BODY FLUIDS AS IF THEY WERE INFECTED WITH A BLOODBORNE DISEASE.

1. Wear latex or vinyl gloves.
2. After giving care, do not touch your mouth, nose or eyes, or eat or drink until you have thoroughly washed your hands.

FIRST AID GUIDELINES

PROCEDURES FOR MEDICAL EMERGENCY

1. Do a primary survey of the scene and person. Look for a medical alert bracelet or necklace.
2. Check airway, breathing, and circulation-ABCs. Begin CPR if indicated.
3. Check for bleeding, start first aid.
4. DO NOT leave injured person unattended.
5. Determine the need for immediate medical attention and CALL 911. If during the school day, initiate FIRST RESPONSE TEAM.
6. DO NOT move the injured person, always suspect head/neck trauma.
7. Keep person warm, cover with a blanket.
8. DO NOT give liquids to an unconscious person.
9. Be supportive.
10. Keep crowd away, have others help.
11. Notify the school health office of an injury to any student, staff, or visitor on school grounds as soon as possible.

Medical Emergencies - Specific Scenarios

URGENT CARE DIRECTIONS

Look for a "Medical Alert" bracelet or necklace which will contain specific information pertaining to the individual.

A. Emergency care for serious accident and/or illness.
    a. Render immediate first aid care.
    b. Do not move a seriously injured person unless it is necessary for safety reasons.
    c. Obtain help from school nurse or principal if on duty.
    d. Call for medical assistance if needed - dial 911.

NOTE: If injury or illness appears to be serious, call 911 and do not be concerned about protocol of contacting parents until <u>after</u> emergency care has arrived or even until person has been transported to a trauma center.

    e. Notify parent or guardian, if possible.

f. If emergency vehicles are called, report the incident to the Superintendent of Schools in the District Office no later than the next school day.

B. Bee Sting
   a. Determine if person has a history of bee sting allergy.
   b. Remove the stinger from bee sting site. Apply ice.
   c. Contact nurse, principal, or parents as quickly as possible to determine if person is allergic to bee stings.
   d. If person is allergic, follow instructions of nurse, principal or parent.
   e. Give antidote injection if person has such equipment with them.
   f. If advice is not available, CALL 911 for help.
   g. Speed of action may be crucial for certain purposes.

NOTE: Do not wait for a "convenient" time to deal with a bee sting. Immediate action is required if a student is stung while in a vehicle. Call for help on the radio and follow instructions as to when and where to meet an emergency vehicle for assistance. Other passengers will have to wait until the emergency has been resolved.

C. Bleeding
   a. Follow blood borne pathogens protocol.
   b. Gently blot the wound to inspect for debris. If bleeding is severe, apply pressure on the wound. Apply a dry cold pack to the area around the wound.
   c. Continue pressure until bleeding stops. Elevate wound above level of heart to help reduce bleeding. Treat for shock.
   d. Get medical care for bleeding which cannot be controlled.

D. Cessation of Breathing/Choking Incidents: If victim can cough, speak and breathe, do not interfere. If the victim cannot speak or cough, uses the distress signal, or appears cyanotic (blue) from poor air exchange, proceed with the following:
   a. Stand behind victim with one foot beside the victim to support him/her.
   b. Wrap your arms around victim's waist.
   c. Make a fist, place the thumb side of your fist against the victim's abdomen, slightly above the navel and below the ziphoid (breastbone).
   d. Grasp your fist with the other hand. Press your fist into the victim's abdomen, with a quick inward and upward thrust.
   e. Repeat this action until the obstruction is cleared or victim becomes unconscious, lie on back, continue to attempt to clear airway with abdominal thrusts. Call 911.
   f. Once the airway is open, if the unconscious patient is not breathing, begin rescue breathing. Begin CPR if pulse is absent.

E. Convulsions/Epileptic Seizures
   a. Protect victim from injury but do not restrain. Support and protect the patient's head, being careful not to be hit or kicked. Following the seizure or if the patient vomits, turn

their entire body onto their side. Do not force a blunt object between the victim's teeth. Do not give fluids. If breathing stops, give artificial respiration if trained in these techniques.

b. Try to time how long the seizure lasts. If it lasts five minutes without stopping call 911.

F. Drowning
   a. Call 911. Inform 911 operator that a drowning has occurred at the School Pool.Instruct them to send emergency personnel to the southeast pool entrance off of Lincoln Drive.
   b. Send a responsible student to the nurse's office for assistance. Administer
   c. appropriate first aid and/or CPR. First aid kits are located in the nurse's office.
   d. Send a responsible student to meet the emergency personnel at the designated entrance to the building.
   e. Notify school principal as to the seriousness of the accident. The principal will notify the Superintendent of Schools.

G. Eye Injuries
   a. Chemical Burns
      i. Flush the eye with a gentle stream of lukewarm water while holding the eye open. If only one eye is affected, turn the head so the injured eye is down. If both eyes are affected, tilt the head back and pour water onto the bridge of the nose. Flushing should continue at least 20 minutes. For acid/alkali burns, it may be necessary to remove jewelry and clothing which may be contaminated by the runoff. Ears may also become contaminated. Contact an optometrist or opthamologist and have the eyes examined.
   b. Penetrating Injuries of the Eye:
      i. Do not remove the object or wash the eye. Cover both eyes loosely. Stabilize the object. Keep the victim quiet on his/her back.

H. Insulin Reactions

(NOTE: A student will not have a reaction if not on insulin therapy).

   a. Insulin Reactions occur when the blood sugar level is too low. Insulin and exercise lower blood sugar. Food raises blood sugar. Good control requires that these three factors be balanced. Insulin reactions occur because of:
   b. Strenuous exercise not covered by extra food or reduced insulin.
   c. Too much insulin.
   d. Symptoms - Watch for any of these sudden changes:

Pallor Hunger Headache Dizziness Inattentiveness	Irritability Blurred Vision Responses Inability to Concentrate	Crying Confusion Drowsiness Trembling Nausea	Excessive Perspiration Inappropriate Lack of Coordination

*If the reaction is not treated, unconsciousness or convulsions may follow. Symptoms may vary, or may be absent. When in doubt, treat.

e. Treatment-At first sign of any of the above symptoms, the child with diabetes must be treated at once.
    i. Give some form of sugar immediately. This can be 2 large sugar cubes; fruit juice (1/2 cup); pop (1/2 cup-not diet); candy (equivalent to 6-7 lifesavers); commercial products such as Glucose or Glucose tablets. The child may need coaxing to eat.
    ii. The child should improve within 10-15 minutes. Then give him/her additional food and have him/her resume normal school activities.
    iii. If the child does not improve, repeat the treatment. If there is still no improvement, call the parents for additional instructions. NOTE: Do not give liquids if unconscious. Do not send the child to the nurse's office or away from the classroom alone.

I. (Suspected) Neck or Spinal Cord Injury
    a. Contact the school nurse
    b. Maintain open airway.
    c. Do not move victim.
    d. Do not transport victim.
    e. Call 911.

J. Poisoning/Food Poisoning
    a. Identify poison.
    b. Call poison control at 1-800-764-7661. Follow instructions.
    c. If doctor is required, take poison and container to doctor with victim.

K. Food Poisoning:
    a. Administer first aid, as needed.
    b. Notify School Nurse
    c. Call 911 or make appropriate medical referral.
    d. Call parent or guardian.
    e. Notify Nutrition Service Department.
    f. Building Administrator and staff will follow directives of medical authorities.

L. Shock
    a. Watch for cold, clammy skin, pale, bluish face, profuse sweating, weak, rapid pulse.
    b. Have person lie down.
    c. Maintain body temperature.
    d. Cover only enough to keep victim from losing body heat.
    e. Reassure and calm the victim

.

STAFF OR STUDENTS EXPERIENCING ANY OF THESE MEDICAL EMERGENCIES SHOULD BE EVALUATED FURTHER FOR MEDICAL CARE. THE EMERGENCY MEDICAL SERVICE, 911, SHOULD BE CALLED. NOTIFY PARENT/GUARDIAN OF THE STUDENT, OR NEXT OF KIN OF A STAFF MEMBER.

Hazardous Materials Emergency:

Asbestos Hazard

All inquiries should be directed to the District's designated person, the Director of Maintenance.

1. Asbestos Records - Each building has a file located in the office which contains all information relating to asbestos.

2. Yellow Asbestos Warning Sign - The presence of a yellow asbestos warning sign indicates a danger area which should not be entered without instructions and/or consent of the District's designated person noted above.

3. Friable Asbestos - Friable asbestos is evident when the asbestos is falling or appearing in a powder form. It is also friable when the material can be easily crumbled between a finger and thumb. When it appears that there is open friable asbestos, contact the designated person noted above.

4. Demolition of any Building or Part Thereof - Prior to any demolition of any building or portion of a building, the designated person noted above must be contacted to determine if there is any building material which contains asbestos.

5. Major Asbestos Incident - A major asbestos incident occurs whenever there is eminent exposure or removal of asbestos. Should such an incident occur, the designated person noted above shall be in charge of the project. The designated person shall have the authority to close the area and/or bundling to all public and employees until such time that air testing indicates the area may be safely entered.

6. Contact with the Media - In the unlikely event of any publicity regarding asbestos in the schools, response from and on behalf of the District shall be through the designated person noted above.

Other Hazardous Materials

1. Evacuate the area if indoors. In the event of an outdoor occurrence (i.e. overturned tanker, train derailment, chemical fire, broken fuel line), leave students in school, keep all doors and windows closed and turn off outdoor ventilation unit, unless otherwise instructed.

2. If burns or blisters are encountered during hazardous material contact:
    a. Have someone call for ambulance - 911.
    b. For chemical burns to skin or eyes, flush burn with large amounts of water (15 to 20 min).
    c. If only one eye has been affected, flush from the nose outward to prevent contaminating the other eye.

d. Have victim take off any contaminated clothing.
e. Apply sterile dressing.
f. If extensive, have victim lie down with legs elevated EXCEPT FOR FACIAL BURNS.
g. For extensive facial burns, sit or prop victim up. Observe for breathing difficulty.
h. Do not immerse or apply ice water. Apply cold pack to hands, face or feet if necessary.
i. Bandage loosely with dry, clean dressing.
j. Don't put ointment or pressure on burn.
k. Don't break blisters or remove pieces of cloth stuck to burn.

3. Call Director of Maintenance Seth Putz
934-4210 218-434-1149 (cell)

School Bus Accidents:

In the event of any vehicle accident, the following steps must be taken by the driver:

1. Stop immediately to investigate.
2. If necessary, evacuate the school bus to at least 100 feet and administer appropriate first aid.
   a. Inform the students that they need to evacuate the bus from the emergency exits.
   b. Remind the students to stay calm, and evacuate seat by seat, alternating sides.
   c. Remind the students to leave books and other articles in the bus; their safety is much more important.
3. Select a responsible person to call 911 from a nearby phone. Advise 911 operator of any injuries and location.
4. Protect the scene of the accident and passengers by having someone direct traffic ad set up flares of flags.
5. As soon as convenient, call Director of Transportation and report that there has been an accident and briefly describe the scene. The bus dispatcher will call the business office.
6. Insurance Information:
   Police Officer's Name — Police Officer's Badge Number
   Police Report Number — Police Department(s) Involved
   From each party involved, obtain:
   Driver's Name — Driver's Address
   Driver's Phone Number — Insurance Company, Agent and phone

7. If it is known that a student receives an injury while on the bus or while getting on or off the bus, the following criteria shall be followed as to parental notification:
   a. If the possibilities of injury or actual injuries occur needing medical attention and/or hospitalization, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.

b. If an accident occurs where there are no injuries, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.

8. If a school bus is involved in an accident, students will, if necessary, be taken to the doctor or hospital for diagnosis and/or treatment at the discretion of emergency personnel called to the scene.
9. Under the No Fault Insurance Law, all medical bills for students injured on the school bus are to be sent to the parent's automobile insurance company for payment. The parent's automobile insurance company is primarily responsible for medical payment in the event of injury in a motor vehicle.

PLEASE NOTE: It is important that we show courtesy and concern to all those individuals involved in an accident. It is inappropriate to discuss who may or may not be at fault. These matters are to be determined by the appropriate authorities.

Crisis Situations (Death/Terminal Illness)

Philosophical Statement:
The St. Peter High School Plan of Action for Crisis Situations is intended as means to help meet, deter and/or prevent crisis situations which limit students' opportunities for learning. The plan is also designed to help address the psychological and emotional needs of students and staff, specifically during times of crisis. We will generally interpret crisis to mean:

1. Death of a student
2. Death of student's parent or sibling
3. Death of a school district employee
4. Suicide
5. A terminal illness which affects any student or employee
6. Any other tragedy of local concern/importance

By addressing the above situations we hope to assist, as best we can, our students and staff in coping with the tragedy productively by using a basic plan of action.

Crisis Team

TITLE:	NAME:	PHONE:	CELLPHONE:
Principal:	Annette Engeldinger	934-4212	507-720-5118
Dean of Students	Shari Karlsrud	934-4212	507-317-1358
Social Worker	Courtney Colton	934-4212	507-270-6224
Counselor	Regina Siriani	934-4212	715-573-5408
Counselor	Andy Vander Linden	934-4212	320-250-1986
School Nurse	Rachel Fitch	934-4212	507-479-9316

Emergency Response Plan:

1. Any district employee who has knowledge of a perceived crisis should contact the principal or designee. The principal should verify the situation and then call the Crisis Team to meet in the principal's office to identify the procedure to be followed and prepare a statement to be read by classroom teachers if necessary. The team will also decide the manner in which the deceased's personal belongings will be cared for.

2. The school staff, including non-certified members, could meet prior to contact with students. At that meeting they will be informed of the crisis and given all pertinent information. Staff will be notified of the meeting via the attached chart. In the event a crisis occurs during the school day, the Crisis Team will be assembled as soon as possible. Information will be communicated to each teacher as necessary.

3. Any statements to the press will be handled by the principal or designee. The secretarial staff will be made aware of who is in charge and will review procedures for handling requests or calls from parents, news media, etc.

4. Under most circumstances no large group assemblies will be held to inform students of the incident. Rather, students will be informed by their classroom teacher. A written statement to be read to each classroom may be made available at the staff meeting. The Crisis Team will decide which grade levels will be notified. Teachers are encouraged to handle all expressions of grief in their class to the extent that they are comfortable. Discussion in the classroom should not "glorify: the situation, but be serious, frank and supportive. Facts should be stressed to diminish rumor and sensationalism. Classes will be run as routine as possible, however, teachers will be alert to identify "high risk" students. Teachers will be aware that the Crisis Team members are available to students and may allow students to leave class to access them. If death was by suicide, teachers should emphasize this tragedy as an error in judgment, and was a permanent solution to a temporary problem. Encourage students to talk about ways to cope with stress, including the stress of this event.

5. School social worker may be made available to an entire class if a student from that class is directly affected or if otherwise deemed necessary.

6. If necessary, at the close of the school day, staff members could meet to assess the situation, make plans for the next day, and identify high risk students to the Crisis Team. At this time outside student referrals and parent contacts will be reviewed.

7. As additional information becomes available, the Crisis Team will decide how it should be disseminated and by whom. One member of the Crisis Team will be responsible for gathering funeral arrangement information and for preparing details for student and faculty attendance at the visitation and funeral. Students are not encouraged to leave school to attend the funeral in the event of a suicide.

8. The Crisis Team may decide if outside professional help, such as Klein Funeral Home, The St. Peter Ministerial Association, Sioux Trails Mental Health Center, the St. Peter Clinic, and Nicollet County Social Services, is needed. The roles of these outside specialists may include:

A. Co-facilitators in student support situations
B. Expertise and assessment
C. Visiting classrooms of affected students
D. Support for teachers/staff
E. Referral for highly distressed individuals

9. The principal and a staff member who has been well acquainted with the student should make contact with parents, when appropriate, to express the school's condolence. Visiting the family is encouraged.

10. On the day following the funeral, the Crisis Team may prepare a statement to be read by teachers to their classroom. This statement should express the support students and faculty have shown to each other and remind students that support staff remain available. After this statement, teachers should move towards closure while still allowing expressions of grief. Concern for high risk students should be reported to the support staff.

11. A faculty meeting may be held one week later to discuss the interventions which took place and to give the staff a time to reflect, offer support to each other, and offer suggestions to the Crisis Team.

12. The Crisis Team will carefully review all memorial requests made at school for the deceased.

Practices to Consider for Death by Suicide:

1. Reduce guilt of survivors
2. Increase psychological distance between survivors and victims to prevent modeling of victim's behavior
3. Consult with media to down-play glamorization
4. Consult funeral directors
5. Avoid excess attention given to victim, e.g., dedication of yearbook or newspapers, large assemblies, in-school memorial service, canceling school, etc.
6. Establish appropriate support groups to deal with grief issues.

Events of Crisis on School Premises:

1. Call 911 for emergency help
2. Isolate the area
3. The principal or designee will contact the proper authorities (sheriff, police, etc.)
4. Notify the parents
5. Prepare fact sheet for staff and disperse at the appropriate time
6. Make students aware of the facts judged to be appropriate

SUICIDE/DEATH - SCHOOL RESPONSE

I. INTRODUCTION

When a young person commits suicide, or suffers any kind of tragic death, the principal of a school is confronted immediately with serious problems; verifying what happened, containing the information, protecting the privacy of the family, helping students cope with the death, communicating beyond the school, bringing the resources of the community to bear on the problem, dealing with parents, and minimizing the possibility that other students may imitate the behavior and take their own lives. The first 48 hours are crucial.

II. SUGGESTED PROCEDURES

A. Building Administrator to establish crisis team.

1. Principal-Committee Chair
2. Administrators
3. Social Worker
4. School Nurse
5. Significant teacher and/or staff
6. Psychologist
7. Superintendent-District Spokesperson

B. Steps to follow:

1. Team meets at earliest convenience to develop plan of action. Plan may include:
2. Protect privacy of family
3. Verify the death
4. Notify Superintendent (spokesperson)
5. Announce the death to students and staff
6. Make counselors available to students and provide rooms for students to meet in small groups
7. Contact community resources
8. Hold faculty meeting and identify students about whom faculty are concerned
9. NEXT DAY:Hold small group meetings with students - announce funeral arrangements

III. DETAILED EXPLANATION OF FIRST 48 HOURS (a - h above)

A. Protect privacy of family

a. Contain the story and protect the privacy of the family. If the story is true, the family of the student has experienced a terrible loss. Respect for their privacy is important. Make up your mind right then not to refer to the death as a “suicide” and move to contain the story until it has been verified

b. Direct the student who brings you the message not to repeat it to anyone. Explain that the information has not been verified. Even if it is correct, explain that it is important

that the announcement comes from the principal in an appropriate and official manner. This will help to relieve undue distress.

c. Instruct the secretaries and others in the office not to repeat anything that has been said or to give out any information until you have verified the report. Say, “I need your help. We must not allow news of this incident to get out of hand, and we must not use the word “suicide” in
d. any conversation. We must protect the privacy of the family. If this has occurred, the family has suffered a terrible loss. Our first concern must must be to do nothing that will be disturbing to the family.”
e. Emphasize the Right to Privacy: Your initial response should be designed to protect the privacy of the family. If a student commits suicide, the family has suffered a tragic loss. The problems of the family take precedence over the problems for the school. The privacy of the family must be honored. The school must not report anything that might be perceived as degrading by the family involved. Suicide is a taboo in our society. Some families will have great difficulty accepting the fact that their child committed suicide and may go to great lengths to cover the fact that the death was a suicide. If the school announces that a suicide occurred, the family may be offended.

The final determination of whether a death is suicide is often a complex legal matter, regardless of notes that may have been left or other evidence discovered after the death. A coroner may rule the death an accident, despite the fact that much of the evidence suggests suicide. Coroners and police investigators are aware that insurance Considerations and emotional stability in the family may be involved. An official statement from the school that a student committed suicide may evoke protest from the parents. The school should restrict the flow of any information that may be damaging to the parents or other children in the family.

B. Verify Death

Verify the fact that the reported death did occur. Do not refer to the death as a suicide. Do nothing until you are positive that the information received is accurate, but do everything you can to verify the facts of the case. Make the calls yourself. Call the police or coroner if necessary. Hospitals usually will not give out information. Do not call the home.

If the death is verified, notify the superintendent immediately. If you are unable to verify the death quickly, notify the superintendent of developments and get back with more information as soon as you verify it.

You must verify the fact that a death occurred. If a student is reported to have committed suicide (or to have died in an automobile accident for that matter), the death must be verified. Further, if the death was a suicide, the fact of the suicide also must be verified, and that information must be handled with great care.

Information about the death may come into the school from many sources; from a child who lives next door to the deceased, from a student who overheard his father who is a police officer talk about the

incident at home, or in some other way. Depending on what time of day the death occurred or when the body was discovered, the incident may have been reported on the evening television news or in the morning paper.

However, the initial information gets to you, you must verify the facts of the matter. Calls to the local police station or coroner will be important to determine precisely what happened. Be certain to whom you are talking, identify yourself as principal of the school, and maintain a log of all communications.

C. Notify Superintendent (official contact person)

1. Make no statement to any reporter. Do not inform reporters that you verified the fact that a death occurred.

2. Direct all reporters and camera crews to leave the building. Point out that adopted school board policy prohibits news media people inside the building during the school day.

3. Inform reporters that information will be available only from the office of superintendent of schools.

4. Do not allow the reporter to interview any student or staff member in the school or on the school grounds.

Implicit in the above scenario are several decisions by the principal, which stem from policies in place before the crisis occurred. Thus, the principal was able to act decisively and without delay. These policies are discussed below.

5. Communicate: In the first few hours, communication from a single source is important. Refer all inquiries from outside the school to the superintendent of schools. One person from that office should serve as spokesperson for the district. Maintain close communication with that one person.

D. Announcing Death to Students and Staff - Share information with appropriate building staff

1. Inform teachers before school, or as soon as possible.

2. Call a brief staff meeting:
   a. Share baseline of information
   b. Discuss plan of action
   c. Support

3. Each building will have a plan for notifying the staff in the event of a suicide on the weekend or during vacation. (See emergency calling tree for South Elementary)

When a suicide is reported, hold a meeting of the faculty as soon as possible. If it has to wait until the end of the day, give notice of the meeting early. As soon as you know the facts about the suicide, prepare a brief written announcement to be distributed to teachers, which they can read to students simultaneously to students throughout the school.

4. Formal Statement: Prepare a formal statement to be read aloud to students over the public address system in the school. Do not try to extemporize. If you do not read the announcement, it should be read by the person who typically makes announcements. Do not state that the death was a suicide. Do not call an all-school assembly to make the announcement, because questions could be raised and discussion develop that might cause the situation to get out of control. The statement

to be read should say something like the following:

"We have just been informed that _____, a student in the _____ grade in this school, has died. The funeral arrangements have not been completed. As soon as we learn, we will let you know when the funeral will take place. Those of you who want to discuss your feelings about _____'s death may meet in Room _____, where you will receive further instruction."

E. Make counselors available to students and provide rooms for students to meet in small groups.

1. Counselors and nurse visit classrooms of the students to talk with students and answer questions.
2. Another counselor visits the classrooms of the siblings.
3. Establish a crisis room.
   a. Staffed at all times
   b. Teachers prepared to allow students access
4. Help students: Students must have an opportunity to express their confusion and grief in a safe, supportive environment. They must be reassured that they are in the company of caring professionals. The death of a classmate may leave survivors with feelings of abandon-

ment and rejection. The tendency to blame, common after any death, is always evidence following a suicide.

Attempted suicides and completed suicides also increase after stories about suicide appear in newspapers or on television. Imitation by adolescents is common, and teachers must be cautious about discussing suicide with any young person.

If you learn about the death late in the school day, do not allow the students or staff to leave the building without informing them about the death and offering help. Be prepared for the fact that students will stream into the halls after the announcement of a death crying or sobbing uncontrollably. Have a plan for students to meet with counselors and others to discuss the death.

Arrange meetings for students who may be deeply affected by the death. Meet in small groups. Do not allow peer counselors to conduct these meetings. Have a professional present in every room. Ask, “Are there any others who should be invited?” Encourage students to express their feelings. Recognize the various stages of bereavement and recovery; denial, anger, acceptance, and resolution. Help students work through these stages.

Avoid isolated discussions of suicide. Identify healthy coping strategies available to young people and emphasize the futility of suicide as an option. Do not dramatize the death, and do not dwell on the details of how the student took his or her life. Be as truthful as possible. Help students understand the importance of protecting the privacy of the family.

Teams should discuss staff and students who are at risk for reactions- i.e. those who may have experience recent personal loss-and determine a support system.

F. Contact Community Resources

Specify procedures for establishing contact with officials of local agencies, who may be called on for help. Designate a person who is responsible for initiating and maintaining contact with various community agencies.

Ask student personnel specialists from central office and others from the school and the community who are members of the School Crisis Network (for example, clergy, counselors, psychologists, social workers) to assist you and your staff in working with students and parents.

G. Hold faculty meeting after school (Day 1)

H. Funeral (Announce funeral arrangements when they become known)

I. Hold small group meetings for students (Day 2)

J. Follow-up Plan
1. Team should meet to determine if the following are needed:
a. Parent information session and how to meet students' concerns regarding the incident
b. Grief course
c. Grief groups for students

2. Team members may want to visit with the family several weeks later.

K. Do's and Don'ts Regarding Suicide
You must know what you are going to do before a suicide occurs.

Do not allow anyone to describe the suicide as a heroic act. Do not fly the school flag at half-mast. Do not observe a moment of silence in school. Do not have a memorial service at school or an "In Memoriam" page in the yearbook. Do not glorify the death in any way.

Decide, before you are asked, if you are willing to deliver a eulogy at the funeral. What you say at such a gathering can have great impact-in positive or negative ways. The death of a young person from any cause is saddening, death by suicide is tragic. Emphasize that there are other options than taking one's own life.

By the third day, try to get things back to normal. But be sensitive to the fact that certain students may have been profoundly affected by the death. These students need special help.

Vandalism/Burglary:

A. When an act of vandalism or a break-in has been discovered, the following plans should be followed:
1. Do not enter the building; go to the nearest phone and call the police - 911.

2. If you have entered the building and you find there has been a break-in, do not touch anything. Leave everything alone and call the police and wait for them to give you the orders to clean up or to make repairs.

3. Notify the head building custodian.

4. Notify the building principal/program supervisor.

5. Notify the Maintenance Supervisor.

6. Notify the St. Peter Police Department.

B. The custodial building head, working in conjunction with the maintenance department, should secure the building after the police or sheriff's office has completed their preliminary investigation and then should complete the cleanup and repair the damage as necessary. The building principal should compile an inventory of damage or stolen items and additional information relative to damage or loss must be reported to the Business Office on the approval vandalism form (sample attached).

C. The maintenance supervisor should summarize the event and develop repair and replacement cost estimates relative to building damage. This report should be submitted to the Business Office no later than 48 hours following the event (excluding weekends and holidays).

District Office Information Police Case No._____

INDEPENDENT SCHOOL DISTRICT #508
VANDALISM/BREAK-IN REPORT

School: _____ Date of Report:_____
Time and Date Problem Discovered:_____
Time and Date Reported to Authorities:_____
(Use 911 only if emergency still exists)

Time and Date Reported to Supervisor:_____

PLEASE BE AS DESCRIPTIVE AS POSSIBLE

Type of Vandalism_____

_____

_____

Visible Damage_____

_____

_____

Items Known To Be Missing_____

_____

_____

Comments_____

Building Principal _____

Maintenance Supervisor_____

Student Elopement Plan

Saint Peter High School

Elopement is defined as a student leaving an assigned area without permission from or knowledge of staff, often to escape and/or avoid a school-related situation or task. Along with the following general guidelines, individual plans are developed for students on an as-needed basis. Please contact the principal for additional information.

In the case of an elopement, Saint Peter High School will respond with the following procedure (or individual student plan on file).

Notifying office and staff:

* Notify office with name and last location.

* Office staff will notify all staff, "Code F.A.S.T. , (Student Name and Last Known Location)"

* When student is located, contact office and all staff will be notified, "F.A.S.T cancelled."

Staff Assignments:

***** F.A.S.T (Free/Available Staff Team) team: Student support services, administration, attendance secretary, all other available staff members.

* All staff will look in their classrooms, outside their windows and immediate hallway areas.

* The F.A.S.T. (Free/Available Staff Team) group should report to the office immediately, person designated as the "Main Contact" will form 3 search groups.

* Group 1 - will search 3rd floor restrooms, work areas, hallways, and unoccupied classrooms.

* Group 2 - will search 2nd floor restrooms, workrooms, nurse's office, and hallways, and unoccupied classrooms.

* Group 3 - will search 1st floor restrooms, gym/stage areas, and cafeteria

* Group 4 - will search outside perimeter of the building

* Any staff member that locates student should communicate with the main contact person immediately.

Who/when to notify police and parent(s):

*Principal is responsible for police and parent notification.

* In the event that the student is unaccounted for and his/her location is still unknown after F.A.S.T search, police liaison/police station should be called and parents notified at that time.

* In the event that the student has eloped and it is known that the student is outside the school building, police liaison/police station should be called IMMEDIATELY and parents notified at that time.

* Parental notification of ANY wandering incident is required, including incidents where the student may have wandered within the building and will be done by the principal or his/her designee.

Oshawa Learning Academy
Emergency Action Plan
2025-2026

LEO A. HOFFMANN CENTER, INC.
Hope. Opportunity. Change.

2001 Sheppard Drive
St. Peter MN 56082
507-934-9820

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Introduction:

These emergency procedures are designed to provide guidance to those having responsibility for the safety of pupils, school staff, and users of school facilities.

Common sense should dictate the reaction of school authorities to emergency situations. All situations CANNOT be neatly defined into a category for which hard and fast guidelines can be drawn. Individual judgment will need to be exercised in given situations. Continuing and meaningful efforts to prevent incidents that lead to emergency situations should be the area of greatest concern. In addition to the safety protocols outlined in this document, the Oshawa Learning Academy comprehensive school safety plan includes proactive teaching of appropriate school behavior through its PBIS program, supporting students' social emotional health, explicitly teaching social emotional/relationship skills through the Character Strong Purposeful People Curriculum, and offering students additional targeted supports through our student support team.

The emergency plans included in this document meet requirements set forth by the state of Minnesota and Board Policy 806: Crisis Management and are based off of guidance provided by *Homeland Security and Emergency Management's Comprehensive School Safety Guide* and *The I Love you Guys's* Standard Response Protocol.

Emergency Teams:

Saint Peter Public Schools utilizes three broad teams in its emergency planning and management. Teams consist of the following:

District Emergency Response Team:

The district response team develops the school emergency plan with local community response agencies. The district response also assists building response teams with planning, training, and drills to ensure compliance with state drill requirements and continuity of planning. The team may also perform incident command functions typically reserved for district-level response such as public information, finance, or behavioral health crisis intervention.

Building Emergency Response Team:

Each school facility has an emergency response team consisting of staff trained to perform emergency response functions according to the school district emergency plan. Building level teams are responsible for developing and revising the building emergency plan and procedures, training staff, conducting required drills, documenting and evaluating drill performance, and response to real incidents.

Building Medical Emergency Response Team:

Each school facility has a medical response team to provide assistance in medical emergencies until emergency responders arrive. Medical response teams are trained in First Aid, CPR, and the use of AEDs.

Emergency Response Team Membership:

*Individuals are listed in order of chain of command.

District Emergency Team:

1. Jon Graff - Superintendent, Emergency Coordinator
2. Seth Putz - Buildings and Grounds Supervisor
3. Jessi Buttell - Middle School Principal and Safety and Security Team Coordinator
4. Ytive Prafke - Special Programs Director
5. Darin Doherty - North Elementary Principal
6. Annette Engeldinger - High School Principal
7. Jana Sykora - Oshawa Learning Academy Principal
8. Jon Hughes - School Resource Office
9. Rachel Fitch - School Nurse
10. Shea Roehrkasse - Activities Director
11. Tami Skinner - Community Education Director
12. Monica Hasch - Saints Bus

Oshawa Learning Academy Emergency Team:

1. Jana Sykora - Principal, Emergency Coordinator
2. Deb Wenner - Lead Teacher
3. Jon Hughes - Police Liaison
4. Nathan Hughes - Head Custodian
5. Jonathan Smith - Principal's secretary
6. Rachel Fitch - District Nurse

Oshawa Learning Academy Medical Emergency Team:

1. Rachel Fitch - District Nurse, Medical Emergency Coordinator
2. Jana Sykora - Principal, Emergency Coordinator
3. Deb Wenner - Lead Teacher
4. Jon Hughes - Police Liaison
5. Nathan Hughes - Head Custodian
6. Jonathan Smith - Principal's secretary
7. Rachel Fitch - District Nurse

Emergency Coordinator Responsibilities:

Each Principal or program lead will determine a coordinator for their respective building's emergency response team. Emergency response team coordinators will have the primary responsibilities of:

1. Development and coordination of the school emergency plan
2. Informing staff members, students, and parents about the plan
3. Training staff and personnel on emergency procedures
4. Set up a clearly defined chain of command so that safety procedures can be appropriately carried out in the event of their absence from the building.

At Oshawa Learning Academy, Principal Jana Sykora, will assume the role of emergency coordinator. Jana can be reached at 320-496-7038, district radio, or via the Crisis Go App. In the case of Jana's absence, Deb Wenner, Lead Teacher, will assume the role of emergency coordinator. Deb can be reached at 507.340.8073, district radio, or via the Crisis Go App. Refer to the chain of command listed above in the event both Jana and Deb are absent.

In general, building emergency response teams are responsible for ensuring the following:

1. Assure responsible authority and chain of command
2. Be able to communicate through a clearly defined communication plan
3. Be prepared to evacuate the building and have holding areas for all students
4. Be prepared to use the school facilities for a shelter, inclusive of plans for shelter in place and lock down.
5. Be prepared to transport students under emergency conditions

Incident Command:
The Oshawa Learning Academy office will be the site of incident command unless the emergency situation determines the need for an alternate location.

Saint Peter Public Schools utilizes four levels, or tiers, of security to guide its operations. The following outlines the levels of security and specific actions associated with each

Oshawa Learning Academy Building Security Plan

Security Level	Actions
Lockdown	• The heightened security plan will be followed. • An announcement will be made over the intercom identifying a Lockdown • Staff will secure classroom entrances, offices, or work areas, and will not allow students to leave their areas. • The building principal or designee will call the Saint Peter Police Department for assistance (should this be 911?) • Teachers will check student rosters to ensure all students are accounted for • Communication will be provided via the Crisis Go App
Shelter In Place	• Students may not be allowed out of the building unless they are turned over to a parent/guardian or are authorized to return home via school transportation. This decision will be made after consultation with local law enforcement authorities. • Parents/Guardians, or any other persons needing to know, will be notified via the media. • The Saint Peter Police Department will be consulted. Law enforcement officials will advise the District as to whether or not the area around the school site is safe. • All other heightened security measures will be activated.
Heightened	• All general security practices will continue to be followed • Risks will be assessed on a regular basis with consultation from public safety officials • School administrators, counselors, and designated personnel will increase presence in and around school buildings • All school personnel will be notified and instructed to be looking for any suspicious activities or behaviors. Any suspicions should immediately be reported to administration • If any specific individuals are identified as at risk, parents/guardians, or any other persons needing to know will be notified in a timely manner. • Once a thorough threat assessment has been completed, The principal or designee will make determination about the level of security. • The Principal or designee will inform the local police of the situation.
General	• All exterior doors are locked at all times. • All visitors are required to check in., receive a visitor badge, and be buzzed out of the office in order to enter the main building. • On nights when there is an event, the main office door (1) will remain open until the conclusion of the event. • Signs are posted at every entrance directing visitors to the main office. • All school personnel are required to wear school identification badges. • All school personnel are directed to approach visitors who are not wearing a name badge to greet them and direct them to the appropriate office. • If school personnel observe suspicious behavior by visitors, they are directed to contact the main office.

Emergency Communications Plan

Saint Peter Public Schools utilizes a number of communication tools to support its Emergency Management Plans. The following outline is intended to provide guidance on the use of each during an emergency situation. Communication tools include the following: Building intercom systems, building telephones, individual cell phones, Crisis Go app, district two way radios, dispatch radios, the fire alarm, and Thrillshare communication app.

Informing/Communicating with Emergency Responders:

Best: Phone Dialing 911 via telephone is always the best option. Stay on the line with dispatch as long as it is safe. Phone calls made by district telephone can be pinpointed to precise locations. Cell phone locations can be located, but not as precisely. Anyone can call 911 from any location.

Next Best: Dispatch Radio Each building has access to emergency radios that link directly to county dispatch. There is only one dispatch radio per building, so information must first be relayed to the individual in possession of the radio. If the situation becomes unsafe and office staff must move away from telephones, radio contact becomes a priority.

Informing Students and Staff:

Best: School Intercom School intercoms are an effective means of communicating information instantly with an entire building. Use of intercoms is a best option as long as it is safe to do so.

Next Best: Crisis Go is an effective means of communicating with in-school groups and those who may not be in the building (PE/Recess) during a crisis situation. Best case scenario, intercom and Crisis Go are utilized simultaneously.

District Radio: In the event of a crisis (not a drill) district radios will play a minimal role.

Fire Alarm: When the fire alarm sounds, it always signals an immediate evacuation from the building.

**Staff will be notified of district/school emergency action plans during fall workshop week staff meetings.*

**Students will be notified of district/school emergency action plans during grade level handbook meetings and regularly scheduled drills that are held throughout the school year.*

Informing Parents/Guardians:

Thrillshare notification system will be utilized for mass communication to parents/guardians.
All emergency messages must receive approval from the superintendent of schools.

**Parents/Guardians will be notified of district/school emergency action plans the second week of school via the weekly parent newsletter.*

Informing Media and Community:

The superintendent or designee will handle all media requests and construct/create all district level messages to the media

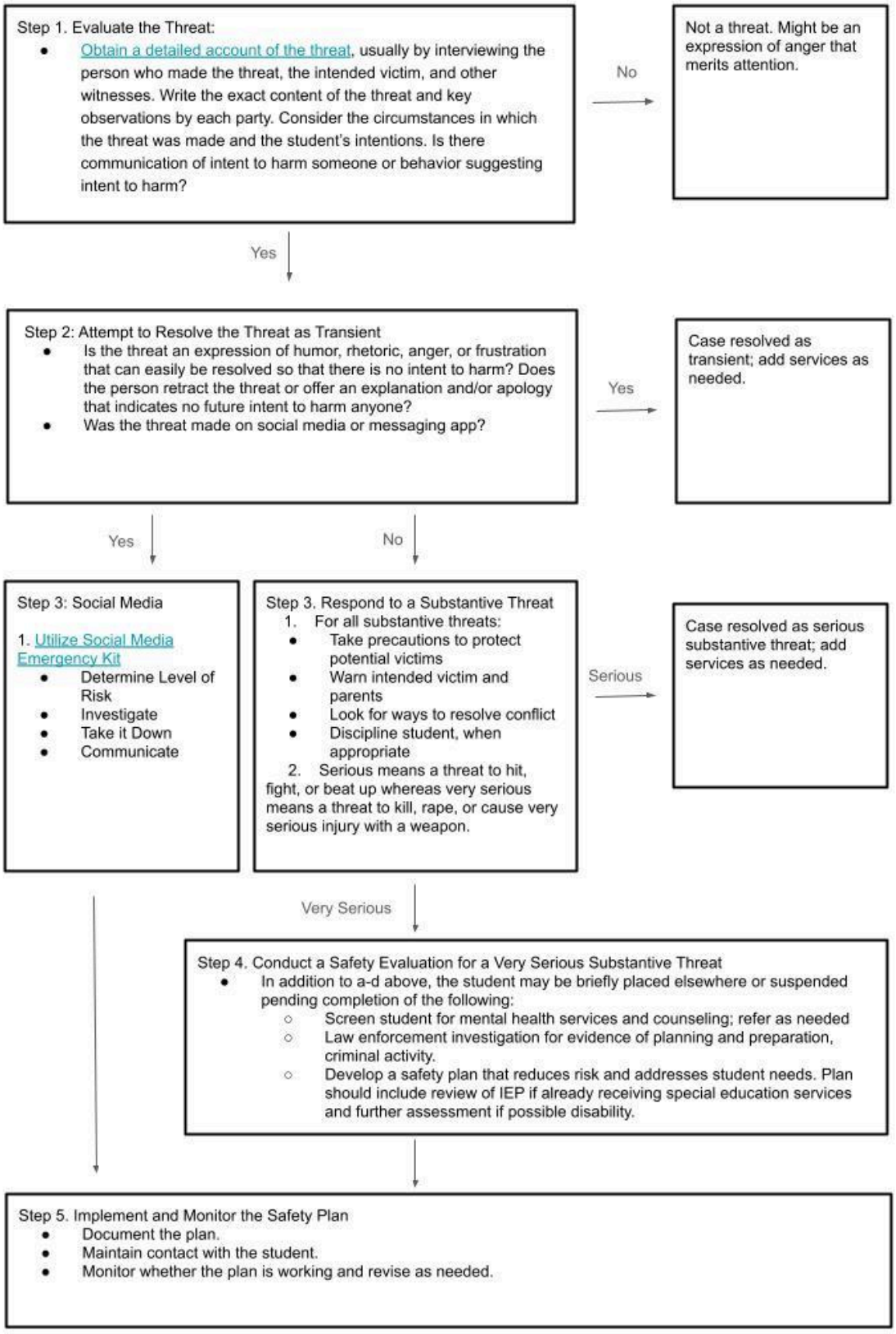
Informing/Communicating with Emergency Responders:	
Best	Phone (911)
Next Best	Dispatch Radio (located in office)

Informing/Communicating with Students and Staff:	
Best	Crisis Go App Simultaneously
Next Best	Crisis Go App
Alternative	District Radio and/or Runners
*Fire Alarm	Always signals to evacuate the building

Informing/Communicating with Parents/Guardians
Thrillshare communications app

Informing/Communicating with Media and Community
The superintendent or their designee will handle all communication with the media.

Threat Assessment Protocol:



Emergency Contact List:

The following is list of people to be called and notified in the event of a school emergency

a.	Jon Graff, Superintendent	507.934.5703 x1005	507.720.5118 (C)
b.	Jana Sykora, Principal	507.934.2754 x3031	320.496.7038 (C)
	Deb Wenner, Lead Teacher	507.934.9820 x7012	507.340. 8073 (C)
c.	Seth Putz, Buildings/Grounds Supervisor	507.934.2754 x1032	218.434.1149 (C)
d.	Nathan Hughes, Head Custodian	507.934.2754 x3052	507.351.9699 (C)
e.	Jon Hughes, Resource Officer	507.934.4210 x5019	507.491.0992 (C)
f.	Rachel Fitch, School Nurse		507-317-0537 (C)
e.	River's Edge Hospital & Clinic	507.931.2200 (if applicable)	
f.	St. Peter Fire Department	911 or 931-1120 (if applicable)	
g.	St. Peter Police Department	911 or 507.931.1550 (if applicable)	
h.	Nicollet County Sheriff	507.931.1570 (if applicable)	

Additional Emergency Contact Information

Regulatory Coordinator

Seth Putz	507.934.2754 x1032 (M)	218.434.1149 (C)

Administration

Jon Graff	Superintendent	507.934.5703 (W)	507.720.5118 (C)
Annette Engeldinger	High School Principal	507.934.4212 x6099	507.340.0627 (c)
Shari Karlsrud	HS Dean of Students	507.934.4212 x6115	
Jessi Buttell	SPMS Principal	507.934.4210 x5019	507.720.2350 (c)
Steve Alger	Dean of Students	507.934.4210 x5099	507.720.5148 (c)
Darin Doherty	North Elementary Principal	507.934.3260 x4006	507.351.0040 (c)
Jana Sykora	Oshawa Learning Academy Principal	507.934.2754 x3031	320.496.7038 (c)
Ytive Prafke	Special Programs Director	507.934.2754 x 1010	507.720.1257 (c)

General

Ambulance	911 or 931-2200
Fire Department	911 or 931-1550
Police	911 or 931-1550
Sheriff	911 or 931-1570
Civil Defense - Nicollet County	931-6800
	931-1550 (After Hours)
Fire Marshal - Thomas Roessler	507-602-0651
Saint Peter Community Hospital	911 or 931-2200
Weather Bureau-Nicollet County Sheriff	931-1570
City of Saint Peter	934-4840
Poison Control Center	1-800-222-1222
National Suicide Crisis	1-800-784-2433
South Central Mobile Crisis Line	1-877-399-3040

Maintenance

Seth Putz	Buildings/Grounds Supervisor	507.934.2754 x1032	281.434.1149
Nathan Hughes	Head Custodian	507.934.2754 x3052	507.351.9699

Bus

Monica Hasch	Saints Bus	507.934.4690

Food Service

Emily Craig	320.760.3231

Repair

Call in case of emergency **if the Head Custodian or Operations and Maintenance Supervisor** cannot be reached.

	Company	Phone
Plumbing:	Andresen Plumbing	507-931-9020
Boiler Work:	Adams Mechanic	612-417-0425
Electrical:	BLK Electric	507-388-1173
Fire Alarm:	Alarm Monitoring Services	507-345-4185
Card Entrances/Cameras:	A+	507-625-6554

Utilities

	Company	Phone
Electric:	City of Saint Peter	934-4840
Natural Gas:	CenterPoint Energy	1-612-321-5050
Telephone:	Arvig	1-866-897-3469
Fax:	Consolidated	507-387-1151
Internet	Consolidated	507-387-1151
Nicollet Co. Nurse	Rebecca Willette	934-7226 (507) 479-3085

General Crisis Management Plans:

Saint Peter Public School's crisis management plans follow the Standard Response Protocol (SRP) (version 4.2, 2024) from the I Love You Guys Foundation. The plans cover building security, classroom/building/campus evacuation, and sheltering procedures using six key actions: Hold, Secure, Lockdown, Evacuate, Shelter, and Reunify.


HOLD


SECURE


LOCKDOWN


EVACUATE


SHELTER


REUNIFY

District-wide immediate response actions and when to call a response protocol:



HOLD

- Medical Emergency
- Mental Health Crisis
- Student Behavior Crisis



SECURE

- Unknown or unauthorized person on the school grounds
- Dangerous animal on school grounds
- Suicidal Thought/ Attempt/ Completion
- Demonstration/ Disturbance
- Criminal activity in area
- Planned police actvitiy in the neighborhood



LOCKDOWN

- Dangerous animal within the school building
- Intruder/ Hostage
- Angry or violent parent or student
- Report of a weapon



EVACUTE

- Bomb Threat
- Fire
- Hazardous Material Release/ Spill



POLICE LEAD EVACUATION

- After a lockdown



SHELTER

- Hazardous Materila Spill/ Release Outside
- Tornado
- Severe Weather
- Flooding



REUNIFY

- Due to Weather
- Power outage
- Hazmat event
- School crisis



HOLD
In Your Room or Area.

HOLD
IN YOUR ROOM OR AREA.
There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

During a Hold, there may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

PUBLIC ADDRESS
The public address for Hold is: "Hold in your room or area. Clear the Halls."

It is repeated twice each time the public address is performed. There may be a need to add directives for students who are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls.
Hold in your room or area. Clear the Halls."

An example of a medical emergency message would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

PUBLIC ADDRESS - RELEASE
A Hold Action can be released by Public Address.

When it's been resolved:

"Students and staff, the Hold is released. All clear. Thank you for your assistance in making this Hold work smoothly."

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

ACTIONS
Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that, prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

RESPONSIBILITY
Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION
Student, teacher, and administrator training.

Reinforce with students and staff that during a Hold, classroom activities will continue while the incident is addressed. Administrators should make a plan for communicating with staff, students, and parents/guardians after a Hold is cleared to provide pertinent information about the incident.

DRILLS
Hold should be drilled at least once a year, or as mandated by state requirements.

CONTINGENCIES
Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS
The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.

SECURE
Get Inside. Lock Outside Doors.

SECURE
GET INSIDE, LOCK OUTSIDE DOORS.
The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

PUBLIC ADDRESS
The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.
Secure! Get Inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

PUBLIC ADDRESS - RELEASE
A Secure Action can be released by Public Address.

"The Secure is released. All Clear.
The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear.
Thank you for your assistance with making this Secure work smoothly."

ACTIONS
The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

ADDING A LIFECYCLE TO THE SECURE PROTOCOL
As a situation evolves there may be more information available to guide decision making. With the Secure Action, there is the option to transition from the initial response of "No one in or out" to some access control.

NO ONE IN OR OUT
The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

CONTROLLED RELEASE
An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

MONITORED ENTRY
When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement, and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.



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LOCKDOWN
Locks, Lights, Out of Sight.

LOCKDOWN.
LOCKS, LIGHTS, OUT OF SIGHT
Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

PUBLIC ADDRESS
The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!

Lockdown! Locks, Lights, Out of Sight!"

ACTIONS
The Lockdown Action advises making rooms look unoccupied by locking individual classroom doors, offices, and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights, and having occupants maintain silence.

Most schools have implemented policies requiring all exterior doors be locked during the school day, consistent with current best practices. Therefore, the protocol advises leaving the exterior doors as is during a Lockdown Action. Be certain there's a plan for allowing local first responders to gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

RESPONSIBILITY
The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

REPORTED BY
When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

PREPARATION
Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member, or school administrator to unlock it.

DRILLS
Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the "SRP Lockdown Drill" section of this book.



EVACUATE

A location may be stated.

EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An off-site evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method:

Link to either your website or **https://iloveuguys.org** for them to learn more.

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.

Evacuate! To a location."

ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points, and evacuation sites, as well as student, teacher, and administrator training. An evacuation site may become the reunification site, so plan accordingly. Ideally, plan to have an off-site evacuation facility that's within walking distance, and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from **iloveuguys.org**.

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take attendance after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

CONTINGENCIES

Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for attendance or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials section for examples.

POLICE LED
Evacuation after a Lockdown

POLICE LED EVACUATION
In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building after a Lockdown, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS
There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS
As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses, or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT
Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct, and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

EMOTIONAL RESPONSIBILITY
There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce the trauma that might be associated with a Police Led Evacuation.

PREPARATION
Student, teacher, and administrator training.

In the event of a police-led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

MEDIA MESSAGING
To the media/community after an event.

Example Situation: Violent Event

"On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process."

DISPATCH MESSAGING
To responding officers during an event.

Example Situation: Police Led Evacuation

"(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (timestamp)"

LAW ENFORCEMENT MESSAGING
To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

LAW ENFORCEMENT GUIDANCE
Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

CONTINGENCIES
Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may Hold in their classroom and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

TRANSPORTATION
During a police-led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.



SHELTER

State the Hazard and Safety Strategy.

SHELTER
STATE THE HAZARD AND SAFETY STRATEGY

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

PUBLIC ADDRESS

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter! For a hazard. Using safety strategy.

Shelter! For a hazard. Using safety strategy."

For a tornado, an example would be:

"Shelter for a tornado. Go to the tornado shelter.

Shelter for a tornado. Go to the tornado shelter."

After the danger has passed:

"Students and staff, the Shelter is released. All clear. Thank you for your assistance and patience during the Shelter."

HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE:

- Evacuate to Shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION

Identification and marking of facility Shelter areas.

DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (https://iloveuguys.org/The-Standard-Response-Protocol.html).

Emergency Specific Action Plans:

The following pages detail action plans for specific emergency scenarios.

Assault and sexual assault

In the event there is an occurrence of serious assault or sexual assault, school personnel should follow these procedures:

Procedures

1. Render first aid to the victim.
2. Phone the police - 911.
3. Notify the principal who will contact a district social worker.
4. Check for:
    a. Emergency card on file in office if victim is a student.
    b. Personnel emergency card if victim is a staff member.
    c. Notify parent/guardian or spouse or individual on emergency card.
    d. If building has staff member with specific training in the area of assault or sexual assault relief, have them assist.
5. Notify the Superintendent.
6. Obtain as much information regarding the assailant and incident as possible.
7. Accompany the victim, if necessary, to the hospital or appropriate law enforcement center.
8. The heightened security plan will be put into place.

NOTE: The Superintendent's Office will be the only source of information to the press.

Assault and Sexual Assault Relief Resources

Sexual Assault and Sexual Abuse Advocacy: 507-625-8688
Sexual Assault and Sexual Abuse Advocacy Crisis Line: 800-477-0466
Kelly Jensen, SPHS Social Worker: 507-934-4212 ext 6105

Bomb and bomb threats

Instructions for Receiver of a Call

Schools have been primary "targets" of bomb threats particularly on a seasonal basis (Spring and Fall). However, there have also been documented cases where actual bombs have been found and/or detonated. Bomb threats should be taken seriously.

1. A person receiving a bomb threat should try to attract someone else's attention (without tipping off the call) in an attempt to have the call traced. (Note: office staff are most likely to receive such a call and should be familiar with the process for tracing a call).
2. Obtain as much information as possible, i.e., the time set for the explosion; the exact location of the bomb; the type of explosive device and what it looks like; and, why the bomb was placed in the school. Justify your request for more data by expressing a desire to save the lives of innocent people. Pay particular attention to any strange or unusual background noises and the voice of the caller.
3. Immediately notify the building administrators, superintendent of schools and the Hoffmann Center. A decision will be made on whether or not to evacuate the building. It is not recommended that school evacuation be made in all cases, however, circumstances will vary in each incident.
4. On request of building administrators or superintendent, call police department (931-1550), and/or sheriff's department (931-1570) or 911.

Building Administrators or Designees' Responsibilities

1. Check the receiver of the call for authenticity and other pertinent information.
2. Report to the emergency command center.
3. Call the police and/or sheriff's office, if not already done.
4. Evaluate the bomb threat and determine the course of action that will be taken from the emergency command center.
    a. Deploy search teams from the command center to search the outside and inside of the building.
    b. Alert all staff members to conduct a search of their classroom, office, or work area and report any unusual conditions.
5. Meet with law enforcement officials regarding search and further procedures.
6. Handle all inquiries from the news media.
7. Follow the administrative rules for bomb threat procedures.

Evacuation of the Building

1. If the building is to be evacuated in response to a bomb threat:
    a. Notify the police department immediately.
    b. Evacuate the building immediately with everyone going at least 500feet from the building (175 paces). School should not be canceled or students sent home.
    c. Teachers will make a visual check of their classrooms, as they evacuate, reporting anything unusual to the police. DO NOT TOUCH ANYTHING SUSPICIOUS.
    d. Teachers, aides, nurses will be responsible for persons in rooms at time of evacuation.
    e. Teachers will take their class roll once evacuated. Teachers who do not have classes should make certain everyone is at least 500 feet from the building.
2. Building administrators or custodians make a visual check for persons still in the building.
3. Do not reenter the building or an area of the building unless cleared by the police department. If requested by the police department, the head building supervisor, and a building designee, should conduct a visual search of the interior and exterior of the building.
4. If the evacuation is for the remainder of the school day, move students to a safe distance from the building. Activate a plan to move the students to a secure area. Students will be dismissed or transported home from this area.
5. Secure all doors.
6. If the building is NOT to be evacuated in response to a bomb threat, as a minimum, follow instruction below:
    a. Evaluate the bomb threat and determine the course of action that will be taken from the emergency command center.
        i. Deploy search teams from the command center to search the outside and inside of the building.
        ii. Alert all staff

Responsibilities of Faculty and Staff

1. Make a visual check of classroom, offices, or work areas. Report anything unusual to the principal. DO NOT TOUCH ANYTHING.
2. If evacuation is necessary, follow the fire drill evacuation to at least 500 feet (175 paces) from the building.
3. Staff who have rooms that have outside doors should check to see that they are locked before evacuating the building.
4. Do not enter the building until told to do so by the building administrator or designee.

*See individual building plans for specific procedures in these areas.

Individual Building Plan for Hoffmann Learning Center

1. The emergency command center will be the school office.
2. Secure all doors if the building is evacuated.
3. If students are to be evacuated for the remainder of the school day, followthese procedures:
    a. Move students away from the building to the Evergreen and North Cottages. Students will be dismissed or transported to units from the area. The Hoffmann Center office and the school secretary will call unit staff to notify them of the closing of school and to alert them to the evacuation plan.

Child Welfare

Child abuse

Any staff member who suspects neglect, physical abuse, or sexual abuse is mandated to make an immediate report to the county where the abuse occurred. The reporting staff member should gather the following information on the abused or neglected child:

- The child's full name, date of birth, home address, phone, and parent's names.
- Any person believed to be responsible for the abuse or neglect of the child.
- The nature and extent of the abuse or neglect.
- The name and address of the reporting party.

An oral report is to be made to the appropriate child protection agency after the information has been obtained. The oral report is then to be followed up by a detailed written report to the notified agency.

- Nicollet County: To make a child protection report, call 507-387-4556 during business hours or 507-931-1570 during non-business hours.

If the reporting staff member believes that the child is abandoned, subject to a real or imminent threat, or in need of medical attention, the building administrator should be called immediately. Officers can remove a child from a threatening environment to protect the child. If a police officer or child protection worker comes to the school to interview a child, the building administrator shall be notified. The building administrator will be given a written notice of the intent to interview a child at school.

School officials cannot disclose to the parents, legal custodian, guardian, or perpetrator, that a request to interview a child has been made until after the abuse or neglect investigation or assessment has been concluded.

Any staff member who makes a child abuse or neglect report in good faith is provided with civil and criminal immunity in accordance with the Maltreatment of Minors Reporting Act. Additionally, the identity of the reporter is protected except in very limited circumstances.

Childnapping

Preventative Protocol:

1. School secretary should have at her desk a list of students who are not to be released to anyone except a particular parent or guardian.
2. Emergency cards of such students should be tagged.
3. Before releasing a child to anyone except the parent or guardian on the list, school secretary should check with the custodial parent and/or guardian for approval; a record of the time and date of phone approval should be made and kept.
4. When parent telephones a request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.
5. All visitors should be asked to sign in at the building administrator's office and follow building procedures for visitors.

Childnapping Response

1. Phone the police - 911.
2. Contact the building principal/program supervisor.
3. Phone the parent/guardian.
4. Phone the Superintendent.
5. Do not release any information to the press. Refer requests for information to the Superintendent's Office.

Civil Defense Alert

In the event that conditions will allow time for students to be dismissed to another site, students will be walked to the Leo A. Hoffmann Family Center by school staff, where they will be met by Leo A. Hoffmann staff and escorted to the basement of that building. Information will be released by proper authorities to all communications media.

In the event that conditions will not allow time for students to be dismissed, students will be assembled in predesignated areas in each building.

1. Shelter area in the main building is the main center classroom.
2. Shelter area in the gymnasium building is the gymnasium.

Fire Plan

First Alarm Protocol

1. Evacuate the building to at least one hundred feet following the specific exit directions listed.
2. School officials will make an immediate determination of the location of the fire or hazardous condition. Upon determination, immediate contact is made with the office and the high school supervisory principal using appropriate communications.
3. The secretary or designee will contact the St. Peter Police Department to confirm the situation.
4. The lead teacher will report to the office area.
5. The Principal or designee will establish formal communication with the police and fire department.
6. Students and staff are not to return to the building until notified by a Principal or Principal's designee.

Fire Rules and Regulations

1. All teachers are requested to make themselves familiar with the following rules and regulations and explain them thoroughly to the pupils of their respective rooms immediately so that fire drills may be successfully begun after the first week of school. Please discuss this with students.
    a. Any teacher or pupil who observes any indication of fire will immediately pull the switch in one of the stations located in the corridors
    b. The Emergency Evacuation Plan will be followed for vacating the building. The school secretary will call 911 in the event of an actual fire situation.
    c. Teachers are requested to impress upon all pupils that fire drills are very serious matters and should not be treated lightly.
    d. Each teacher should make it a point to become familiar with the alarm stations and their locations, and the location of fire extinguishers.
    e. In case of actual fire during inclement weather, teachers would take students to the Hoffmann Center Evergreen and North Cottages.

Emergency Evacuation Plan

1. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all pupils have left the room. If there is time, close the door and bring your record book with you.
2. As soon as the alarm is sounded, pupils will rise and pass in a rapid, orderly manner from the room by the exit used for regular dismissal.
    a. Pupils should pass from the room in single file and the pupils from an individual room should remain in single file until out of the building. Under no circumstances should pupils be allowed to move faster than a

rapid walk. There should be no talking after the alarm is sounded and until pupils are clear of the building. Noise leads to confusion and encourages panic. Also, with much noise, emergency instructions or changes in regular procedure cannot be heard. The first two students to arrive at any exit should hold the doors open until teachers arrive to relieve them.

3. Pupils will not take their wraps or books with them.
4. As soon as all pupils have left the building, the teachers will take their positions at the exit from which the pupils have left and under no circumstances allow any of them to pass back into the building until the outside bell has sounded.
5. Teachers will direct pupils to march away from the building to the parking lots. The space near the building should be absolutely clear. Pupils should return to the building after a drill by the same route that they left the building. There are to be no students in the streets.
6. Students should exit the building through the main door and proceed along the driveway toward the Leo A. Hoffmann Center office building.
7. The following teachers will be responsible to see that students are out of the designated lavatories:
    a. Deb Wenner/Ryan Timmerman on the west end of the building
    b. Doug Boyer/Brenda Eggen on the east end of the building
8. In the event that conditions warrant prolonged evacuation of the building, students and staff should proceed to the Evergreen and North Cottages.

Emergencies Requiring Shelter

The use of the Hoffmann Learning Center as shelter, will be reserved for the staff and students of the Hoffmann Learning Center.

In the event of an actual emergency requiring immediate shelter, personnel and students should go immediately to designated shelter areas in the building. Designated shelter areas are those areas in hallways or internal rooms which are away from windows.

If sufficient time permits, Leo A. Hoffmann Center personnel should be contacted and students should be taken to the LAHC family center basement until it is deemed safe to return to school.

Natural Disaster/School Disaster Protocols

Tornadoes

1. Public warning signal - 5 minute steady blast on Civil Defense siren and repeated if necessary.
    a. Tune in radio to local commercial broadcast station.
    b. Tornado warning alert will be disseminated to other schools from high school warning point.
    c. High School Administration will disseminate warning to remaining schools in the district.

Severe Thunderstorms

1. Public warning signal - radio or TV - no siren sounded unless danger of tornado.
2. Warn students before the spring tornado season, regarding:
    a. Low areas where flooding might occur.
    b. Loose or downed electrical wires.
    c. Danger from lightning.
3. If storm occurs at dismissal time, it might be desirable to retain students until danger has passed.

Epidemics

1. The County Health Department is responsible for all rules governing the control of communicable diseases.
2. At the first sign of contagion in epidemic proportions:
    a. Call the County Health Department.
    b. The Health Department will take necessary action.

Electric Power Failure

During school hours, call St. Peter Public Utilities-telephone number 934-4840.

Top Priority Gas Line Break

During school hours

1. Clear the immediate area-evacuate building if necessary.
2. Call Minnegasco - telephone number 1-800-722-9326.
3. Call Fire Department - if necessary - telephone number 931-1110.
4. Notify Principal's office.
5. Call custodial staff.

After school hours

1. Call St. Peter Public Utilities - telephone number 934-4840.
2. Call building and grounds supervisor, Marc Bachman, telephone number 931-2139.
3. If flooding occurs and pumps are needed, call City Engineering Department - phone number 934-4840 or Civil Defense Director - phone number 931-6800 or Sheriff's Office - telephone number 931-1570.

Water Main Break

During school hours

1. Call St. Peter Public Utilities -telephone number 934-4840.
2. Call custodian.
3. If flooding occurs and pump is needed, call City Engineering Department - phone number 934-4840 or Civil Defense Director - telephone number 931-6800 ext. 250.

After school hours

1. Call St. Peter Public Utilities -telephone number 934-4840.
2. Call building and grounds supervisor, Marc Bachman 382-4078.
3. If flooding occurs and pumps are needed, call City Engineering Department - phone number 934-4840 or Civil Defense Director - phone number 931-6800 extension 250 or Sheriff's Office - telephone number 931-1570.

Blizzards

Awareness

1. The approaching winter storm or blizzard conditions will be announced by radio or TV.
2. The District Office will advise principals and the transportation dept of possible early closure or cancellation of late buses and/or extracurricular buses.
3. Early dismissal of special education transportation out of the district will depend on decisions of local school district to which student has been transported.

Action

1. Transportation will be notified by the Superintendent to prepare for optional service or for cancellation of service.
2. Principals/Program Supervisors will be notified by the Superintendent of the decision relative to transportation.
3. At time of dismissal, students should be advised by school staff to:
    a. Go directly to the unit.
    b. Dress properly for the weather.
    c. Be aware of low visibility and that it may be difficult to see or be seen.
    d. Should a winter storm be too severe to release students, the school staff should be prepared to supervise until released.

Closing of Schools

1. Determined by the Superintendent of Schools.
2. In absence of Superintendent, the decision will be made by:
    a. North intermediate Principal
    b. South Elementary Principal
    c. High School Principal
3. Notice will be given to local radio and TV when schools are not insession or upon an emergency closing. See Schedule A, School Closing.

Flooding

In the event of flooding, the Superintendent of Schools will make the decision to close the schools. Parents and community members will be notified of the dismissal/evacuation or closing via radio or TV.

Disturbances or Demonstration Procedures

The prevention of possible disturbances should be the prime concern of the entire community. Sound and relevant educational programs and open lines of communication with students, staff, parents and community are important.

The following procedures should be considered only in case of extreme emergencies. The administration staff should assess the situation to determine its seriousness and its effect on the safety of students and staff before taking any action.

Procedure

1. Principal, or designee, is in complete charge of building and facility. (A predesignated chain of command should be established in case of absence of the Principal from the building).
2. Put into effect the prearranged individual building emergency plan.
3. Notify the Superintendent of Schools.
4. Notify all schools in the area of possible disturbances.
5. Students
    a. Keep student informed of situation through normal channels of communications.
    b. Conference with student representation of all groups representing all points of view in order to dispel rumors, calm fears, and provide as near normal operation as possible.
    c. Normal classroom operation should be maintained as much as possible and all students encouraged to stay in classrooms.
        i. No students should be physically restrained from leaving the classrooms.
        ii. If disturbance is outside of building, students should be kept away from windows.
        iii. Students should be advised of the threat to their welfare that may be occasioned by leaving the building.
        iv. No students, or student group, should be utilized in calming any disturbance that might place them in a situation where physical harm might occur or that would jeopardize their normal relationship with their fellow students.
6. Staff
    a. Faculty
        i. Keep faculty informed of the situation, using all available means of communication.
        ii. All faculty should record events that occur in their vicinity with names, times, and place of events, and action taken.
        iii. All faculty can have a calming effect by their judgment and sound action will minimize the disturbance. Individual fear or emotion must be controlled and not communicated to students.
    b. Administrative staff
        i. Responsible to building Principal for performance of assigned duties.
    c. Custodial staff
        i. Responsible to building Principal for assigned duties.
        ii. Responsible for physical plant; i.e., utilities, fire alarm center,etc.
        iii. Security of all entrances.
    d. Clerical Staff
        i. Safety of essential records without jeopardy to their own physical well being.
        ii. Keep switchboard clear for emergency calls.
    e. Auxiliary staff
        i. All aides and paraprofessionals remain at their assigned duties unless specifically assigned other duties by the administration staff.
7. Police
    a. The Principal of the building should alert the police for possible action.
    b. The use of uniformed police in any crisis situation must be handled with extreme care. Principal should designate an entrance and room where uniformed police may enter and remain there until called for duty.
8. Community
    a. Parents
        i. Keep parents fully informed of situation in schools by all possible means of communication.
        ii. Organize a parental group that would voluntarily participate in attempts to calm disturbances in schools.

iii. A telephone chain should be established for speedy utilization of parents.

b. Community organization and leaders.
   i. Establish relations with organizations in the community and recognize community leaders so that they might be a source for assistance in calming potentially dangerous situations.

9. News Media
   a. Assign a staff person the specific responsibility for dealing with allnews media.
   b. Provide a room for press conferences.
   c. Keep news media informed of all decisions.
   d. Insist that news media keep cameras out of the building or that they be brought to the press room.
10. Closing of Schools
   a. Only the Superintendent of Schools, or the Superintendent's designee, can legally authorize the closing of schools.
   b. If the decision to close schools is made:
      i. Parents will be informed as quickly as possibly through radio and television.
      ii. Students and staff will be informed.
      iii. Staff will supervise dismissal
      iv. Bus transportation will be arranged
      v. Neighboring schools should be informed.

Evacuation plan for students with disabilities

The following procedure is to be used during an emergency drill when a student with a physical disability is in your classroom.

The Hoffmann Learning Center classroom teachers or management paraprofessionals have been trained about what has to be done during evacuations.

This plan has been devised in conjunction with the administration of St. Peter Public Schools and the St. Peter Fire Department.

Students in wheelchairs will not be evacuated during a planned practice drill. During all other drills, he/she will be evacuated to the outside entrance and go outside. During inclement weather, their assigned teacher will proceed directly to an unlocked vehicle or another wing of the building deemed safe to enter by the fire department. This precaution is to limit exposure to the elements and lessen the chance of environmentally induced illness.

There are not inaccessible floors in the Hoffmann Learning Center Building.

This team will practice evacuating_____ very soon after each semester begins, so that they are familiar with the procedure.

_____ Case Manager's Name

_____ PH Consultant

First Team Response

Purpose

The First Response Team is established to respond to emergencies that may occur during the school day involving students or staff. This may include situations in which respiration and/or circulation are compromised or where immediate medical care is necessary.

Team Composition

Team size may vary depending on the size of the building. It is, however, recommended that the First Response Team have a minimum of 5 members, including the School Nurse and Health Para. Suggested members of the team could include the secretary, administrator, teacher and para.

Training Meetings

At least four members will be required to maintain current certification in CPR. This yearly renewal would be paid by the District. Team members will be required to attend an annual meeting for situational practices and review. In addition, there should be one emergency simulation per year to evaluate the team's response.

General Guidelines

1. School Nurse or Health Para is called to area where help is needed.
2. School Nurse or Health Para will survey scene and send someone to alert Secretary that the First Response Team is needed at a specific location.
3. Secretary will make an all-call throughout building stating First Response Team to a specific area.
4. The Secretary will call 911 if so directed by the School Nurse.
5. Team members will be assigned specific duties by the School Nurse and Health Para who will act as the director of the emergency situation.
6. One team member will report directly to the health office to cover during the absence of the School Nurse and Health Para. This person will become aware of where supplies are kept that may be needed at the emergency site.

Secretary Responsibilities

1. Activate the First Response Team when directed to.
2. If told to call 911, be specific regarding type of emergency and the location. State that someone will be at the front door to meet them.
3. Call the School Nurse if not in the building
    a. Rachel Fitch, 507-317-0537
4. Call parents and alert to situation and whether 911 has been called or not. Find out which hospital and if they will be meeting the ambulance there.
5. Print 2 copies of emergency card/student information summary.

First Response Team Members

1. LAHC nursing staff
    a. Cell: 507-761-8458
    b. Office 1: 507-934-7784
    c. Office 2: 507-934-7743
2. District 508 Nurse, Rachel Fitch, 507-317-0537
3. Principal, Jana Sykora, 320-496-7037
4. Lead Teacher, Deb Wenner, 507-340-8073
5. SPED Program Coordinator, Kelsey Hutchins, 507-507-2778

Hazardous Materials Emergency

Asbestos hazard

All inquiries should be directed to the District's designated person, the Director of Maintenance.

1. Asbestos Records: Each building has a file located in the office which contains all information relating to asbestos.
2. Yellow Asbestos Warning Sign: The presence of a yellow asbestos warning sign indicates a danger area which should not be entered without instructions and/or consent of the District's designated person noted above.
3. Friable Asbestos: Friable asbestos is evident when the asbestos is falling or appearing in a powder form. It is also friable when the material can be easily crumbled between a finger and thumb. When it appears that there is open friable asbestos, contact the designated person noted above.
4. Demolition of any Building or Part Thereof: Prior to any demolition of any building or portion of a building, the designated person noted above must be contacted to determine if there is any building material which contains asbestos.
5. Major Asbestos Incident: A major asbestos incident occurs whenever there is eminent exposure or removal of asbestos. Should such an incident occur, the designated person noted above shall be in charge of the project. The designated person shall have the authority to close the area and/or bundling to all public and employees until such time that air testing indicates the area may be safely entered.
6. Contact with the Media: In the unlikely event of any publicity regarding asbestos in the schools, response from and on behalf of the District shall be through the designated person noted above.

Other hazardous material

1. Evacuate the area if indoors. In the event of an outdoor occurrence (i.e. overturned tanker, train derailment, chemical fire, broken fuel line), leave students in school, keep all doors and windows closed and turn off outdoor ventilation unit, unless otherwise instructed.
2. If burns or blisters are encountered during hazardous material contact:
    a. Have someone call for ambulance - 911.
    b. For chemical burns to skin or eyes, flush burn with large amounts of water (15 to 20 minutes).
    c. If only one eye has been affected, flush from the nose outward to prevent contaminating the other eye.
    d. Have victim take off any contaminated clothing.
    e. Apply sterile dressing.
    f. If extensive, have victim lie down with legs elevated EXCEPT FOR FACIAL BURNS.
    g. For extensive facial burns, sit or prop victim up. Observe for breathing difficulty.
    h. Do not immerse or apply ice water. Apply cold pack to hands, face or feet if necessary.
    i. Bandage loosely with dry, clean dressing.
    j. Don't put ointment or pressure on burn.
    k. Don't break blisters or remove pieces of cloth stuck to burn.
3. Call Director of Maintenance.

Medical Emergencies

Keep calm

Survey the scene for safety

Use universal precautions

Universal precautions is the treatment of all blood and body fluids as if they were infected with a bloodborne disease.

1. Wear latex or vinyl gloves.
2. After giving care, do not touch your mouth, nose or eyes, or eat or drink until you have thoroughly washed your hands.

First Aid Guidelines

Procedures for Medical Emergency

1. Do a primary survey of the scene and person. Look for a medical alert bracelet or necklace.
2. Check airway, breathing, and circulation - ABCs. Begin CPR if indicated.
3. Check for bleeding, start first aid.
4. DO NOT leave injured person unattended.
5. Determine the need for immediate medical attention and CALL 911. If during the school day, initiate FIRST RESPONSE TEAM (page 20)
6. DO NOT move the injured person, always suspect head/neck trauma.
7. Keep person warm, cover with a blanket.
8. DO NOT give liquids to an unconscious person.
9. Be supportive.
10. Keep crowd away, have others help.
11. Notify the school health office of an injury to any student, staff, or visitor on school grounds as soon as possible.

Urgent Care Directions

Look for a "Medical Alert" bracelet or necklace which will contain specific information pertaining to the individual.

Emergency care for serious accident and/or illness.

1. Render immediate first aid care.
2. Do not move a seriously injured person unless it is necessary for safety reasons.
3. Obtain help from school nurse or principal if on duty.
4. Call for medical assistance if needed - dial 911.
5. Notify parent or guardian, if possible.
    a. NOTE: If injury or illness appears to be serious, call 911 and do not be concerned about protocol of contacting parents until after emergency care has arrived or even until person has been transported to a trauma center.
6. If emergency vehicles are called, report the incident to the Superintendent of Schools in the District Office no later than the next school day.

Bee Sting

Do not wait for a "convenient" time to deal with a bee sting. Immediate action is required if a student is stung while in a vehicle. Call for help on the radio and follow instructions as to when and where to meet an emergency vehicle for assistance. Other passengers will have to wait until the emergency has been resolved.

1. Determine if person has a history of bee sting allergy.
2. Remove the stinger from bee sting site. Apply ice.

3. Contact nurse, principal, or parents as quickly as possible to determine if person is allergic to bee stings.
4. If person is allergic, follow instructions of nurse, principal or parent.
5. Give antidote injection if person has such equipment with them.
6. If advice is not available, CALL 911 for help.
7. Speed of action may be crucial for certain purposes.

Bleeding

1. Follow blood borne pathogens protocol.
2. Gently blot the wound to inspect for debris. If bleeding is severe, apply pressure on the wound. Apply a dry cold pack to the area around the wound.
3. Continue pressure until bleeding stops. Elevate wound above level of heart to help reduce bleeding. Treat for shock.
4. Get medical care for bleeding which cannot be controlled.

Cessation of Breathing/Choking Incidents

If victim can cough, speak and breathe, do not interfere. If the victim cannot speak or cough, uses the distress signal, or appears cyanotic (blue) from poor air exchange, proceed with the following:

1. Stand behind victim with one foot beside the victim to support him/her.
2. Wrap your arms around victim's waist.
3. Make a fist, place the thumb side of your fist against the victim's abdomen, slightly above the navel and below the ziphoid (breastbone).
4. Grasp your fist with the other hand. Press your fist into the victim's abdomen, with a quick inward and upward thrust.
5. Repeat this action until the obstruction is cleared or victim becomes unconscious, lie on back, continue to attempt to clear airway with abdominal thrusts. Call 911.
6. Once the airway is open, if the unconscious patient is not breathing, begin rescue breathing. Begin CPR if pulse is absent.

Convulsions/Epileptic Seizures

1. Protect victim from injury but do not restrain. Support and protect the patient's head, being careful not to be hit or kicked. Following the seizure or if the patient vomits, turn their entire body onto their side. Do not force a blunt object between the victim's teeth. Do not give fluids. If breathing stops, give artificial respiration if trained in these techniques.
2. Try to time how long the seizure lasts. If it lasts five minutes without stopping call 911.

Drowning

1. Call 911. Inform 911 operator that a drowning has occurred at the School Pool. Instruct them to send emergency personnel to the southeast pool entrance off of Lincoln Drive.
2. Send a responsible student to the nurse's office for assistance. Administer appropriate first aid and/or CPR. First aid kits are located in the nurse's office.
3. Send a responsible student to meet the emergency personnel at the designated entrance to the building.
4. Notify school principal as to the seriousness of the accident. The principal will notify the Superintendent of Schools.

Eye Injuries

Chemical Burns

1. Flush the eye with a gentle stream of lukewarm water while holding the eye open. If only one eye is affected, turn the head so the injured eye is down. If both eyes are affected, tilt the head back and pour water onto the bridge of the nose. Flushing should continue at least 20 minutes. For acid/alkali burns, it may be necessary to remove jewelry and clothing which may be contaminated by the runoff. Ears may also become contaminated. Contact an optometrist or opthamologist and have the eyes examined.

Penetrating Injuries of the Eye

1. Do not remove the object or wash the eye. Cover both eyes loosely. Stabilize the objects. Keep the victim quiet on his/her back.

Insulin Reactions (Diabetic Reactions)

1. Insulin Reactions occur when the blood sugar level is too low. Insulin and exercise lower blood sugar. Food raises blood sugar. Good control requires that these three factors be balanced. Insulin reactions occur because of
    a. Too little food or a delayed meal.
    b. Strenuous exercise not covered by extra food or reduced insulin.
    c. Too much insulin.
2. Symptoms -Watch for any of these sudden changes:

Pallor	Hunger	Headache	Dizziness
Irritability	Blurred Vision	Crying	Confusion
Drowsiness	Trembling	Nausea	Inattentiveness
Excessive	Perspiration	Inappropriate Responses	
Inability to Concentrate		Lack of Coordination	

    If the reaction is not treated, unconsciousness or convulsions may follow.
    Symptoms may vary, or may be absent. When in doubt, treat.
3. Treatment: At first sign of any of the above symptoms, the child with diabetes must be treated at once.
    a. Give some form of sugar immediately. This can be 2 large sugar cubes; fruit juice (1/2 cup); pop (1/2 cup-not diet); candy (equivalent to 6-7 lifesavers); commercial products such as Glutose or Glucose tablets. The child may need coaxing to eat.
    b. The child should improve within 10-15 minutes. Then give him/her additional food and have him/her resume normal school activities.
    c. If the child does not improve, repeat the treatment. If there is still no improvement, call the parents for additional instructions. NOTE: Do not give liquids if unconscious. Do not send the child to the nurse's office or away from the classroom alone.

(Suspected) Neck or Spinal Cord Injury

1. Contact the school nurse.
2. Maintain open airway.
3. Do not move victim.
4. Do not transport victim.
5. Call 911.

Poisoning

1. Identify poison.
2. Call poison control at 1-800-764-7661. Follow instructions.
3. If doctor is required, take poison and container to doctor with victim.

Food Poisoning

1. Administer first aid, as needed.
2. Notify School Nurse
3. Call 911 or make appropriate medical referral.
4. Call parent or guardian.
5. Notify Nutrition Service Department.
6. Building Administrator and staff will follow directives of medical authorities.

Shock

Watch for cold, clammy skin, pale, bluish face, profuse sweating, weak, rapid pulse.

1. Have person lie down.
2. Maintain body temperature.
3. Cover only enough to keep victim from losing body heat.
4. Reassure and calm the victim.

Staff or students experiencing any of these medical emergencies should be evaluated further for medical care. The emergency medical service, 911, should be called. Notify parent/guardian of the student or next of kin of a staff member.

School Bus Accidents

It is important that we show courtesy and concern to all those individuals involved in an accident. It is inappropriate to discuss who may or may not be at fault. These matters are to be determined by the appropriate authorities.

In the event of any vehicle accident, the following steps must be taken by the driver:

1. Stop immediately to investigate.
2. If necessary, evacuate the school bus to at least 100 feet and administer appropriate first aid.
    a. Inform the students that they need to evacuate the bus from the emergency exits.
    b. Remind the students to stay calm, and evacuate seat by seat, alternating sides.
    c. Remind the students to leave books and other articles in the bus; their safety is much more important.
3. Select a responsible person to call 911 from a nearby phone. Advise 911 operators of any injuries and location.
4. Protect the scene of the accident and passengers by having someone direct traffic and set up flares of flags.
5. As soon as convenient, call Director of Transportation and report that there has been an accident and briefly describe the scene. The bus dispatcher will call the business office.
6. Delegate someone to record the following information:
    a. Insurance Information
    b. Police Department(s) Involved
    c. Police Officer's Name
    d. Police Officer's Badge Number
    e. Police Report Number
    f. From each party involved, obtain:
        i. Driver's Name
        ii. Driver's Address
        iii. Driver's Phone Number
        iv. Insurance Company, Agent and Phone Number
7. If it is known that a student receives an injury while on the bus or while getting on or off the bus, the following criteria shall be followed as to parental notification:
    a. If the possibilities of injury or actual injuries occur needing medical attention and/or hospitalization, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.
    b. If an accident occurs where there are no injuries, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.
8. If a school bus is involved in an accident, students will, if necessary, be taken to the doctor or hospital for diagnosis and/or treatment at the discretion of emergency personnel called to the scene.
9. Under the No Fault Insurance Law, all medical bills for students injured on the school bus are to be sent to the parent's automobile insurance company for payment. The parent's automobile insurance company is primarily responsible for medical payment in the event of injury in a motor vehicle.

Suicide Prevention

Crisis Response Team

This team consists of a school social worker and education coordinator and others deemed necessary by the building principal/program supervisor.

A file shall be kept by the team to document all referrals.

Members of the building crisis response team are listed at the end of this section.

Staff Responsibilities

1. The staff person is to inform the team if they witness a remark, see a written message or behavior that identifies suicide.
2. The staff member should remember to avoid a panic reaction and stay calm and listen.
3. Promote a climate of trust.
4. Inform the student that the information must be shared with the team.
5. Direct the information to the team.
6. Peer reports should be treated the same as staff and other referrals.
7. Confidentiality issues:
    a. Personal information should be handled discreetly and sensitively among staff.
    b. The team should decide among members involved those best in a position to be supportive and caring.
    c. A Release of Information Form from the parents is required for staff to share information with a treatment agency.

Procedure for Crisis Response Team

1. Team members should try not to work alone
2. Building principal/program supervisor should be informed as soon as possible.
3. Information should be documented on the Suicide Referral Form.
4. Check team file for any documentation on referred person.

What To Do When A Students Talks Of Suicide

Crisis intervention by counselor, psychologist, social worker or other members of the school's crisis team:

1. Give emotional support ("You did the right thing by coming in to talk.")
2. Evaluate the risk ("How do you feel now? Do you have a plan? Have you ever tried to commit suicide?").
    a. Hopelessness is the most serious; anger and revenge with poor impulse control are also serious.
    b. Make your questions straightforward. Don't worry about putting ideas in their heads.
3. Contact the LAHC nursing staff and the unit supervisor.
    a. Health and welfare guidelines mandate that a minor child receive necessary treatment for a life-threatening physical or mental illness.
    b. Parental contact and permission, while always encouraged, should not delay the school's efforts to secure immediate emergency intervention for the student. It is the responsibility of the school to inform the parent(s) when there is reasonable concern for suicidal risk. It is the responsibility of the parent(s) to act on the information forwarded to them by the school. When informing the parent, the full details of suicidal behavior or conversation should be shared, including the name(s) of staff who witnessed the behavior or conversation.
    c. The staff person making the call should be knowledgeable about community resources and support the parents in pursuing immediate referral health intervention.
    d. It is important to keep in mind that some parents, for a variety of reasons, do not choose to seek help or intervention for the at-risk student. If it is not possible to reach a parent or guardian or when parents are unable or unwilling to seek help, the school should immediately seek consultation via the school counselor/social worker to explore options.

Imminent Life-Threatening Situation

A person has the means or is already hurt and has placed him/herself in an imminent life-threatening situation.

1. Contact LAHC nursing staff and unit supervisor.
2. Notify school principal.
3. If a suicide attempts is not imminent, start discussion, communicating hope and optimism.
    a. Discuss alternatives and options.
    b. Find out what would change their minds.
    c. Look for practical ideas for TODAY-phone numbers for contacts; consider contacts.

Talk with the suicidal person

Do's

1. Keep calm and avoid panic.
2. Be supportive and affirm that student is doing the right thing to share the suicidal concern.
3. Gather assessment information.
4. Listen more than talk.
5. Offer the hope and belief that other options exist.
6. Insist that the suicidal concern be shared with those necessary to get help for the student and change whatever has precipitated the crisis.
7. Document all student contacts and referral efforts.

Don't's

1. Being judgmental or critical.
2. Jumping to overly quick or easy solutions.
3. Overly intellectual, looking for "causes" of their problem.
4. Being abrupt and hurried.

Important questions to ask:

1. How long has the student felt like ending his/her life?
2. Do they have a plan or method in mind?
3. Is there easy access to a weapon or drugs?
4. Who else in the family or peer system has committed suicide?
5. What are the recent losses or defeats in their life?
6. Who or what in their life is viewed as a reason or force to keep living for?
7. What would they change in their life if they could?
8. Who in their family or peer system is a positive influence or support?

Student may appear

- Depressed - withdrawn
- Angry - belligerent
- Uncommunicative - resistant
- Apologetic - self-deprecating
- Complacent - glosses over problems
- Anxious - defense

Suicide Response Team

1. LAHC nursing staff
    a. Cell: 507-761-8458
    b. Office 1: 507-934-7784
    c. Office 2: 507-934-7743
2. District 508 Nurse, Rachel Fitch, 507-317-0537
3. Principal, Jana Sykora, 320-496-7037
4. Lead Teacher, Deb Wenner, 507-340-8073
5. SPED Program Coordinator, Kelsey Hutchins, 507-507-2778

Suicide/Death School Response

Introduction

When a young person commits suicide, or suffers any kind of tragic death, the principal of a school is confronted immediately with serious problems; verifying what happened, containing the information, protecting the privacy of the family, helping students cope with the death, communicating beyond the school, bringing the resources of the community to bear on the problem, dealing with parents, and minimizing the possibility that other students may imitate the behavior and take their own lives. The first 48 hours are crucial.

Suggested Procedures

1. Building Administrator to establish a crisis team.
    a. Principal-Committee Chair
    b. Significant teacher and/or staff
    c. Administrators
    d. Psychologist
    e. Social Worker
    f. Superintendent-District Spokesperson
    g. School Nurse
2. Steps to follow:
    a. Team meets at earliest convenience to develop a plan of action. Plan may include:
    b. Protect privacy of family
    c. Verify the death
    d. Notify Superintendent (spokesperson)
    e. Announce the death to students and staff
    f. Make counselors available to students and provide rooms for students to meet in small groups
    g. Contact community resources
    h. Hold faculty meeting and identify students about whom faculty are concerned
3. Second day
    a. Hold small group meetings with students - announce funeral arrangements

First 48 Hours (a - h above)

Protect privacy of family

1. Contain the story and protect the privacy of the family. If the story is true, the family of the student has experienced a terrible loss. Respect for their privacy is important. Make up your mind right then not to refer to the death as a "suicide" and move to contain the story until it has been verified.
2. Direct the student who brings you the message not to repeat it to anyone. Explain that the information has not been verified. Even if it is correct, explain that it is important that the announcement comes from the principal in an appropriate and official manner. This will help to relieve undue distress.
3. Instruct the secretaries and others in the office not to repeat anything that has been said or to give out any information until you have verified the report. Say, "I need your help. We must not allow news of this incident to get out of hand, and we must not use the word "suicide" in any conversation. We must protect the privacy of the family. If this has occurred, the family has suffered a terrible loss. Our first concern must be to do nothing that will be disturbing to the family."
4. Emphasize the Right to Privacy: Your initial response should be designed to protect the privacy of the family. If a student commits suicide, the family has suffered a tragic loss. The problems of the family take precedence over the problems for the school. The privacy of the family must be honored. The school must not report anything that might be perceived as degrading by the family involved. Suicide is a taboo in our society. Some families will have great difficulty accepting the fact that their child committed suicide and may go to great lengths to cover the fact that the death was a suicide. If the school announces that a suicide occurred, the family may be offended.
5. The final determination of whether a death is suicide is often a complex legal matter, regardless of notes that may have been left or other evidence discovered after the death. A coroner may rule the death an accident, despite the fact that

much of the evidence suggests suicide. Coroners and police investigators are aware that insurance considerations and emotional stability in the family may be involved. An official statement from the school that a student committed suicide may evoke protest from the parents. The school should restrict the flow of any information that may be damaging to the parents or other children in the family.

Verify Death

1. Verify the fact that the reported death did occur. Do not refer to the death as a suicide. Do nothing until you are positive that the information received is accurate, but do everything you can to verify the facts of the case. Make the calls yourself. Call the police or coroner if necessary. Hospitals usually will not give out information. Do not call the home.
2. If the death is verified, notify the superintendent immediately. If you are unable to verify the death quickly, notify the superintendent of developments and get back with more information as soon as you verify it.
    a. You must verify the fact that a death occurred. If a student is reported to have committed suicide (or to have died in an automobile accident for that matter), the death must be verified. Further, if the death was a suicide, the fact of the suicide also must be verified, and that information must be handled with great care.
    b. Information about the death may come into the school from many sources; from a child who lives next door to the deceased, from a student who overheard his father who is a police officer talk about the incident at home, or in some other way. Depending on what time of day the death occurred or when the body was discovered, the incident may have been reported on the evening television news or in the morning paper.
    c. However the initial information gets to you, you must verify the facts of the matter. Calls to the local police station or coroner will be important to determine precisely what happened. Be certain to whom you are talking, identify yourself as principal of the school, and maintain a log of all communications.

Notify Superintendent (official contact person)

1. Make no statement to any reporter. Do not inform reporters that you verified the fact that a death occurred.
2. Direct all reporters and camera crews to leave the building. Point out that adopted school board policy prohibits news media people inside the building during the school day.
3. Inform reporters that information will be available only from the office of superintendent of schools.
4. Do not allow the reporter to interview any student or staff member in the school or on the school grounds.
5. Communicate: In the first few hours, communication from a single source is important. Refer all inquiries from outside the school to the superintendent of schools. One person from that office should serve as spokesperson for the district. Maintain close communication with that one person.

Announcing Death to Students and Staff

1. Inform teachers before school, or as soon as possible.
2. Call a brief staff meeting:
    a. Share baseline of information
    b. Discuss plan of action
    c. Support
3. Each building will have a plan for notifying the staff in the event of a suicide on the weekend or during vacation. (See emergency calling tree for Hoffmann Learning Center)
4. When a suicide is reported, hold a meeting of the faculty as soon as possible. If it has to wait until the end of the day, give notice of the meeting early. As soon as you know the facts about the suicide, prepare a brief written announcement to be distributed to teachers, which they can read to students simultaneously to students throughout the school.
5. Formal Statement: Prepare a formal statement to be read aloud to students over the public address system in the school. Do not try to extemporize. If you do not read the announcement, it should be read by the person who typically makes announcements. Do not state that the death was a suicide. Do not call an all-school assembly to make the announcement, because questions could be raised and discussion develop that might cause the situation to get out of control. The statement to be read should say something like the following:
    a. "We have just been informed that _____, a student in the _____grade in this school, has died. The funeral arrangements have not been completed. As soon as we learn, we will let you know when the funeral will take place. Those of you who want to discuss your feelings about _____'s death may meet in Room_____, where you will receive further instruction."
6. Make social workers available to students and provide rooms for students to meet in small groups.
    a. Social worker and nurse visit classrooms of the students to talk with students and answer questions.
    b. Establish a crisis room.
        i. Staffed at all times
        ii. Teachers prepared to allow students access

c. Supporting Students
    i. Students must have an opportunity to express their confusion and grief in a safe, supportive environment. They must be reassured that they are in the company of caring professionals. The death of a classmate may leave survivors with feelings of abandonment and rejection. The tendency to blame, common after any death,is always evidence following a suicide.
    ii. Attempted suicides and completed suicides also increase after stories about suicide appear in newspapers or on television. Imitation by adolescents is common, and teachers must be cautious about discussing suicide with any young person.
    iii. If you learn about the death late in the school day, do not allow the students or staff to leave the building without informing them about the death and offering help. Be prepared for the fact that students will stream into the halls after the announcement of a death crying or sobbing uncontrollably. Have a plan for students to meet with counselors and others to discuss the death.
    iv. Arrange meetings for students who may be deeply affected by the death. Meet in small groups. Do not allow peer counselors to conduct these meetings. Have a professional present in every room. Ask, "Are there any others who should be invited?" Encourage students to express their feelings. Recognize the various stages of bereavement and recovery; denial, anger, acceptance, and resolution. Help students work through these stages.
    v. Avoid isolated discussions of suicide. Identify healthy coping strategies available to young people and emphasize the futility of suicide as an option. Do not dramatize the death, and do not dwell on the details of how the student took his or her life. Be as truthful as possible. Help students understand the importance of protecting the privacy of the family.

7. Teams should discuss staff and students who are at risk for reactions
    a. i.e. those who may have experience recent personal loss-and determine a support system.
8. Contact Community
    a. Specify procedures for establishing contact with officials of local agencies, who may be called on for help. Designate a person who is responsible for initiating and maintaining contact with various community agencies. Ask student personnel specialists from central office and others from the school and the community who are members of the School Crisis Network (for example, clergy, counselors, psychologists, social workers) to assist you and your staff in working with students and parents.
9. Hold faculty meeting after school (Day 1)
10. Funeral (Announce funeral arrangements when they become known)
11. Hold small group meetings for students (Day 2)
12. Follow-up Plan
    a. Team should meet to determine if the following are needed:
        i. Parent information session and how to meet students' concerns regarding the incident
        ii. Grief course
        iii. Grief groups for students
    b. Team members may want to visit with the family several weeks later.

Do's and Don'ts Regarding Suicide

You must know what you are going to do before a suicide occurs.

Do not allow anyone to describe the suicide as a heroic act. Do not fly the school flag at half-mast. Do not observe a moment of silence in school. Do not have a memorial service at school or an "In Memoriam" page in the yearbook. Do not glorify the death in any way.

Decide, before you are asked, if you are willing to deliver a eulogy at the funeral. What you say at such a gathering can have great impact-in positive or negative ways. The death of a young person from any cause is saddening, death by suicide is tragic. Emphasize that there are other options than taking one's own life.

By the third day, try to get things back to normal. But be sensitive to the fact that certain students may have been profoundly affected by the death. These students need special help.

Vandalism/burglary

When an act of vandalism or a break-in has been discovered, the following plans should be followed:
Do not enter the building; go to the nearest phone and call the police - 911.

1. If you have entered the building and you find there has been a break-in, do not touch anything. Leave everything alone and call the police and wait for them to give you the orders to clean up or to make repair
2. Notify the head building custodian.
   Notify the building principal/program supervisor.
3. Notify the Maintenance Supervisor.
   Notify the St. Peter Police Department.

The custodial building head, working in conjunction with the maintenance department, should secure the building after the police or sheriff's office has completed their preliminary investigation and then should complete the cleanup and repair the damage as necessary. The building principal should compile an inventory of damage or stolen items and additional information relative to damage or loss must be reported to the Business Office on the approval vandalism form (sample attached).

The maintenance supervisor should summarize the event and develop repair and replacement cost estimates relative to building damage. This report should be submitted to the Business Office no later than 48 hours following the event (excluding weekends and holidays).

District Office Information
Police Case No._____

ISD #508

Vandalism/break-in report

School: Oshawa Learning Academy at Hoffmann Learning Center

Date of Report:_____

Time and Date Problem Discovered:_____

Time and Date Reported to Authorities:_____

- Use 911 only if emergency still exists

Time and Date Reported to Supervisor:_____

PLEASE BE AS DESCRIPTIVE AS POSSIBLE

Type of Vandalism:

Visible Damage:

Items Known To Be Missing:

Comments:

_____
Building Maintenance Supervisor

_____
Building Principal

Elopement Procedure

1. When a student elopes from an area the staff in the room will call the office to inform them of the student's name & location they fled. If there is another staff in the room with a walkie that staff member will be responsible for informing the office.
2. Once the office is informed of the elopement they will start a **3 minutes timer.** The student-identified team will begin locating the student. The office staff will be communicating the students location through the walkie-talkie.
3. If the student is not located in the 3-minute time frame, the office staff will call for all available staff to help locate the student. In the event that a student's location is unknown for **10 minutes**, police should be called and parents notified at that time

***WHEN STAFF LOCATE THE STUDENT THAT ELOPED THEY MUST INFORM THE OFFICE ***

Student & Picture	Plan	Extra Notes	Team Members
Name and Photo	1. **STOP** XXXif he is not with an adult! a. IF he is running use the ASL sign below to stop him from running. 	1. **Common Places of Elopement:**	1. 1101

Rock Bend ALC
Emergency Action Plan
2025-2026

St. Peter Community Center
St. Peter MN 56082
507-934-0667

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Introduction:

These emergency procedures are designed to provide guidance to those having responsibility for the safety of pupils, school staff, and users of school facilities.

Common sense should dictate the reaction of school authorities to emergency situations. All situations CANNOT be neatly defined into a category for which hard and fast guidelines can be drawn. Individual judgment will need to be exercised in given situations. Continuing and meaningful efforts to prevent incidents that lead to emergency situations should be the area of greatest concern. In addition to the safety protocols outlined in this document, Saint Peter High School's comprehensive school safety plan includes proactive teaching of appropriate school behavior through its PBIS program, supporting students' social emotional health through PLPs, explicitly teaching social emotional/relationship skills through its Health and Family Consumer Science courses, and offering students additional targeted supports through its student support team.

The emergency plans included in this document meet requirements set forth by the state of Minnesota and Board Policy 806: Crisis Management and are based off of guidance provided by *Homeland Security and Emergency Management's Comprehensive School Safety Guide* and *The I Love you Guys's* Standard Response Protocol.

Emergency Teams:

Saint Peter Public Schools utilizes three broad teams in its emergency planning and management. Teams consist of the following:

District Emergency Response Team:

The district response team develops the school emergency plan with local community response agencies. The district response also assists building response teams with planning, training, and drills to ensure compliance with state drill requirements and continuity of planning. The team may also perform incident command functions typically reserved for district-level response such as public information, finance, or behavioral health crisis intervention.

Building Emergency Response Team:

Each school facility has an emergency response team consisting of staff trained to perform emergency response functions according to the school district emergency plan. Building level teams are responsible for developing and revising the building emergency plan and procedures, training staff, conducting required drills, documenting and evaluating drill performance, and response to real incidents.

Building Medical Emergency Response Team:

Each school facility has a medical response team to provide assistance in medical emergencies until emergency responders arrive. Medical response teams are trained in First Aid, CPR, and the use of AEDs.

Emergency Response Team Membership:
*Individuals are listed in order of chain of command.

District Emergency Team:

1. Jon Graff - Superintendent, Emergency Coordinator
2. Seth Putz - Buildings and Grounds Supervisor
3. Jessi Buttell - Middle School Principal and Safety and Security Team Coordinator
4. Ytive Prafke - Special Programs Director
5. Darin Doherty - North Elementary Principal
6. Annette Engeldinger - High School Principal
7. Jana Sykora - South Elementary Principal
8. Jon Hughes - School Resource Office
9. Rachel Fitch - School Nurse
10. Shea Roehrkasse - Activities Director
11. Tami Skinner - Community Education Director
12. Monica Hasch - Saints Bus

Rock Bend Emergency Team:

1. Annette Engeldinger - Principal, Emergency Coordinator
2. Shari Karlsrud - Dean of Students
3. Regina Siriani - School Counselor
4. Andy Vander Linden - School Counselor
5. Courtney Colton - Social Worker
6. Jon Hughes - Police Liaison
7. Riley Pfiffer - Teacher
8. Maria Figueroa - Attendance Secretary/Receptionist

Rock Bend Medical Emergency Team:

1. Rachel Fitch - School Nurse, Medical Emergency Coordinator
2. Jon Hughes - Police Liaison Officer
3. Riley Pfiffner - Rockbend Teacher
4. Annette Engeldinger - Principal
5. Shari Karlsrud - Dean of Students

Emergency Coordinator Responsibilities:
Each Principal or program lead will determine a coordinator for their respective building's emergency response team. Emergency response team coordinators will have the primary responsibilities of:

1. Development and coordination of the school emergency plan
2. Informing staff members, students, and parents about the plan
3. Training staff and personnel on emergency procedures

4. Set up a clearly defined chain of command so that safety procedures can be appropriately carried out in the event of their absence from the building.

At Rock Bend, Annette Engedinger, Principal, will assume the role of emergency coordinator. Annette can be reached at 507-340-0627, district radio, or via the Crisis Go App. In the case of Annette's absence, Shari Karlsrud, Dean of Students will assume the role of emergency coordinator. Shari can be reached at 507-317-1358, district radio, or via the Crisis Go App. Refer to the chain of command listed above in the event both Annette and Shari are absent.

In general, building emergency response teams are responsible for ensuring the following:

1. Assure responsible authority and chain of command
2. Be able to communicate through a clearly defined communication plan
3. Be prepared to evacuate the building and have holding areas for all students
4. Be prepared to use the school facilities for a shelter, inclusive of plans for shelter in place and lock down.
5. Be prepared to transport students under emergency conditions

Incident Command:
The Community Education Office will be the site of incident command unless the emergency situation determines the need for an alternate location.
Building Security Plan
Saint Peter Public Schools utilizes four levels, or tiers, of security to guide its operations. The following outlines the levels of security and specific actions associated with each

Saint Peter High School Building Security Plan

Security Level	Actions
Lockdown	• An announcement will be made over the intercom identifying a Lockdown • Staff will secure classroom entrances, offices, or work areas, and will not allow students to leave their areas. • The building principal or designee will call 911 • Teachers will check student rosters to ensure all students are accounted for • Communication will be provided via the Crisis Go App
Shelter In Place	• Students may not be allowed out of the building unless they are turned over to a parent/guardian or are authorized to return home via school transportation. This decision will be made after consultation with local law enforcement authorities. • Parents/Guardians, or any other persons needing to know, will be notified via the media. • The Saint Peter Police Department will be consulted. Law enforcement officials will advise the District as to whether or not the area around the school site is safe. • All other heightened security measures will be activated.
Heightened	• All general security practices will continue to be followed • Risks will be assessed on a regular basis with consultation from public safety officials • School administrators, counselors, and designated personnel will increase presence in and around school buildings • All school personnel will be notified and instructed to be looking for any suspicious activities or behaviors. Any suspicions should immediately be reported to administration • If any specific individuals are identified as at risk, parents/guardians, or any other persons needing to know will be notified in a timely manner. • Once a thorough threat assessment has been completed, The principal or designee will make determination about the level of security. • The Principal or designee will inform the local police of the situation.
General	• The office door (A), gym lobby door, and D.O. doors will open to allow student entrance at 8:05 am. They will remain open until 8:25 am. • At 8:25 am, all doors except the main office door will lock. • All visitors are required to check in., receive a visitor badge, and be buzzed out of the office in order to enter the main building. • On nights when there is an event, the gym lobby doors will remain open until the conclusion of the event. • Signs are posted at every entrance directing visitors to the main office. • All school personnel are required to wear school identification badges. • All school personnel are directed to approach visitors who are not wearing a name badge to greet them and direct them to the appropriate office. • If school personnel observe suspicious behavior by visitors, they are directed to contact the main office.

Emergency Communications Plan

Saint Peter Public Schools utilizes a number of communication tools to support its Emergency Management Plans. The following outline is intended to provide guidance on the use of each during an emergency situation. Communication tools include the following: Building intercom systems, building telephones, individual cell phones, Crisis Go app, district two way radios, dispatch radios, the fire alarm, and Thrillshare communication app.

Informing/Communicating with Emergency Responders:

Best: Phone Dialing 911 via telephone is always the best option. Stay on the line with dispatch as long as it is safe. Phone calls made by district telephone can be pinpointed to precise locations. Cell phone locations can be located, but not as precisely. Anyone can call 911 from any location.

Next Best: Dispatch Radio Each building has access to emergency radios that link directly to county dispatch. There is only one dispatch radio per building, so information must first be relayed to the individual in possession of the radio. If the situation becomes unsafe and office staff must move away from telephones, radio contact becomes a priority.

Informing Students and Staff:

Best: School Intercom School intercoms are an effective means of communicating information instantly with an entire building. Use of intercoms is a best option as long as it is safe to do so.

Next Best: Crisis Go is an effective means of communicating with in-school groups and those who may not be in the building (PE/Recess) during a crisis situation. Best case scenario, intercom and Crisis Go are utilized simultaneously.

District Radio: In the event of a crisis (not a drill) district radios will play a minimal role.

Fire Alarm: When the fire alarm sounds, it always signals an immediate evacuation from the building.

*Staff will be notified of district/school emergency action plans during fall workshop week staff meetings.
*Students will be notified of district/school emergency action plans during grade level handbook meetings and regularly scheduled drills that are held throughout the school year.

Informing Parents/Guardians:

Thrillshare notification system will be utilized for mass communication to parents/guardians.
All emergency messages must receive approval from the superintendent of schools.

*Parents/Guardians will be notified of district/school emergency action plans the second week of school via the weekly parent newsletter.

Informing Media and Community:
The superintendent or designee will handle all media requests and construct/create all district level messages to the media

Rock Bend Emergency Communications Plan

Informing/Communicating with Emergency Responders:	
Best	Phone (911)
Next Best	Dispatch Radio (located in office)

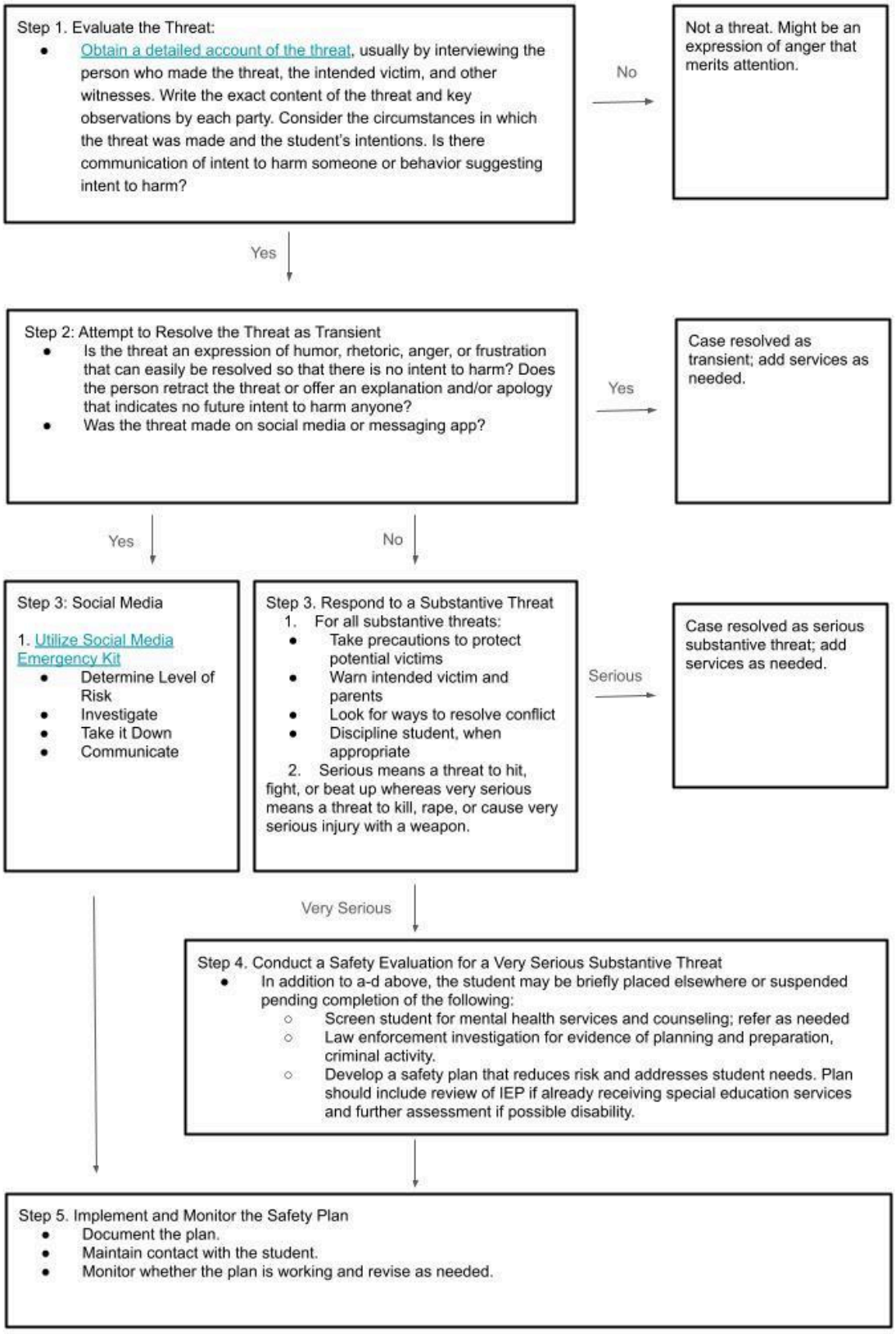
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Informing/Communicating with Students and Staff:	
Best	School Intercom and Crisis Go App Simultaneously
Next Best	1. School Intercom 2. Crisis Go App
Alternative	District Radio and/or Runners
*Fire Alarm	Always signals to evacuate the building

Informing/Communicating with Parents/Guardians
Thrillshare communications app

Informing/Communicating with Media and Community
The superintendent or their designee will handle all communication with the media.

Threat Assessment Protocol:



Emergency Contact List:

The following is list of people to be called and notified in the event of a school emergency

a.	Jon Graff, Superintendent	507.934.5703 x1005	507.720.5118 (C)
b.	Annette Engeldinger, Principal	507.934.4212 x6099	507.340.0627 (C)
	Shari Karlsrud, Dean of Students	507.934.4212 x6115	507.317.1358 (C)
c.	Seth Putz, Buildings/Grounds Supervisor	507.934.4210 x1032	218.434.1149 (C)
d.	Robert Ploog, Head Custodian	507.934.4212	
e.	Jon Hughes, Resource Officer		507.491.0992 (C)
f.	Rachel Fitch, School Nurse		507-317-0537 (C)
e.	River's Edge Hospital & Clinic	507.931.2200 (if applicable)	
f.	St. Peter Fire Department	911 or 931-1120 (if applicable)	
g.	St. Peter Police Department	911 or 507.931.1550 (if applicable)	
h.	Nicollet County Sheriff	507.931.1570 (if applicable)	

Additional Emergency Contact Information

Regulatory Coordinator

Seth Putz	507.934.4210 x1032 (M)	218.434.1149 (C)

Administration

Jon Graff	Superintendent	507.934.5703 (W)	507.720.5118(C)
Jessi Buttell	SPMS Principal	507.934.4210 x5019	507.720.5118 (C)
Steve Alger	Dean of Students	507.934.4210 x5099	507.720.5148 (C)
Ytive Prafke	Special Programs Director	507.934.4211 x1010	507.720.1257 (C)
Jana Sykora	South Elementary Principal	507.934.5703	320.496.7038 (C)
Darin Doherty	North Elementary Principal	507.934.3260 x4006	507.351.0040 (C)
Annette Engeldinger	High School Principal	507.934.4212 x6099	507.340.0627 (C)
Shari Karlsrud	Dean of Students	507.934.4212 x6115	507.317.1358 (C)

General

Ambulance	911 or 931-2200
Fire Department	911 or 931-1550
Police	911 or 931-1550
Sheriff	911 or 931-1570
Civil Defense - Nicollet County	931-6800
	931-1550 (After Hours)
Fire Marshal - Thomas Roessler	507-602-0651
Saint Peter Community Hospital	911 or 931-2200
Weather Bureau-Nicollet County Sheriff	931-1570
City of Saint Peter	934-4840
Poison Control Center	1-800-222-1222
National Suicide Crisis	1-800-784-2433
South Central Mobile Crisis Line	1-877-399-3040

Maintenance

Seth Putz	Buildings/Grounds Supervisor	507.934.4210 x1032(W)	281.434.1149
Robert Ploog	Head Custodian	507.934.4212 (W)	

Bus

Monica Hasch	Saints Bus	507-934-4690

Food Service

Emily Craig	320-760-3231

Repair

Call in case of emergency **if the Head Custodian or Operations and Maintenance Supervisor** cannot be reached.

	Company	Phone
Plumbing:	Andresen Plumbing	507-931-9020
Boiler Work:	Adams Mechanic	612-417-0425
Electrical:	BLK Electric	507-388-1173
Fire Alarm:	Alarm Monitoring Services	507-345-4185
Card Entrances/Cameras:	A+	507-625-6554

Utilities

	Company	Phone
Electric:	City of Saint Peter	934-4840
Natural Gas:	CenterPoint Energy	1-612-321-5050
Telephone:	Arvig	1-866-897-3469

Fax:	Consolidated	507-387-1151
Internet	Consolidated	507-387-1151

Crisis Response Team

BUILDING	NAME	PHONE	MOBILE #
Nicollet Co. Nurse	Rebecca Willette	934-7226	(507) 479-3085

General Crisis Management Plans:
Saint Peter Public School's crisis management plans follow the Standard Response Protocol (SRP) (version 4.2, 2024) from the I Love You Guys Foundation. The plans cover building security, classroom/building/campus evacuation, and sheltering procedures using six key actions: Hold, Secure, Lockdown, Evacuate, Shelter, and Reunify.



HOLD **SECURE** **LOCKDOWN** **EVACUATE** **SHELTER** **REUNIFY**

District-wide immediate response actions and when to call a response protocol:



HOLD

- Medical Emergency
- Mental Health Crisis
- Student Behavior Crisis



SECURE

- Unknown or unauthorized person on the school grounds
- Dangerous animal on school grounds
- Suicidal Thought/ Attempt/ Completion
- Demonstration/ Disturbance
- Criminal activity in area
- Planned police actvitiy in the neighborhood



LOCKDOWN

- Dangerous animal within the school building
- Intruder/ Hostage
- Angry or violent parent or student
- Report of a weapon



EVACUTE

- Bomb Threat
- Fire
- Hazardous Material Release/ Spill



POLICE LEAD EVACUATION

- After a lockdown



SHELTER

- Hazardous Materila Spill/ Release Outside
- Tornado
- Severe Weather
- Flooding



REUNIFY

- Due to Weather
- Power outage
- Hazmat event
- School crisis



HOLD
In Your Room or Area.

HOLD
IN YOUR ROOM OR AREA.
There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

During a Hold, there may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

PUBLIC ADDRESS
The public address for Hold is: "Hold in your room or area. Clear the Halls."

It is repeated twice each time the public address is performed. There may be a need to add directives for students who are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls.
Hold in your room or area. Clear the Halls."

An example of a medical emergency message would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

PUBLIC ADDRESS - RELEASE
A Hold Action can be released by Public Address.

When it's been resolved:

"Students and staff, the Hold is released. All clear. Thank you for your assistance in making this Hold work smoothly."

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

ACTIONS
Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that, prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

RESPONSIBILITY
Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION
Student, teacher, and administrator training.

Reinforce with students and staff that during a Hold, classroom activities will continue while the incident is addressed. Administrators should make a plan for communicating with staff, students, and parents/guardians after a Hold is cleared to provide pertinent information about the incident.

DRILLS
Hold should be drilled at least once a year, or as mandated by state requirements.

CONTINGENCIES
Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS
The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.

SECURE
Get Inside. Lock Outside Doors.

SECURE
GET INSIDE, LOCK OUTSIDE DOORS.
The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

PUBLIC ADDRESS
The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.
Secure! Get Inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

PUBLIC ADDRESS - RELEASE
A Secure Action can be released by Public Address.

"The Secure is released. All Clear.
The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear.
Thank you for your assistance with making this Secure work smoothly."

ACTIONS
The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

ADDING A LIFECYCLE TO THE SECURE PROTOCOL
As a situation evolves there may be more information available to guide decision making. With the Secure Action, there is the option to transition from the initial response of "No one in or out" to some access control.

NO ONE IN OR OUT
The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

CONTROLLED RELEASE
An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

MONITORED ENTRY
When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement, and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.



LOCKDOWN
Locks, Lights, Out of Sight.

LOCKDOWN.
LOCKS, LIGHTS, OUT OF SIGHT
Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

PUBLIC ADDRESS
The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!

Lockdown! Locks, Lights, Out of Sight!"

ACTIONS
The Lockdown Action advises making rooms look unoccupied by locking individual classroom doors, offices, and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights, and having occupants maintain silence.

Most schools have implemented policies requiring all exterior doors be locked during the school day, consistent with current best practices. Therefore, the protocol advises leaving the exterior doors as is during a Lockdown Action. Be certain there's a plan for allowing local first responders to gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

RESPONSIBILITY
The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

REPORTED BY
When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

PREPARATION
Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member, or school administrator to unlock it.

DRILLS
Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the "SRP Lockdown Drill" section of this book.



EVACUATE

A location may be stated.

EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An off-site evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method:

Link to either your website or **https://iloveuguys.org** for them to learn more.

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.

Evacuate! To a location."

ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points, and evacuation sites, as well as student, teacher, and administrator training. An evacuation site may become the reunification site, so plan accordingly. Ideally, plan to have an off-site evacuation facility that's within walking distance, and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from **iloveuguys.org**.

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take attendance after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

CONTINGENCIES

Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for attendance or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials section for examples.

POLICE LED
Evacuation after a Lockdown

POLICE LED EVACUATION
In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building after a Lockdown, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS
There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS
As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses, or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT
Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct, and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

EMOTIONAL RESPONSIBILITY
There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce the trauma that might be associated with a Police Led Evacuation.

PREPARATION
Student, teacher, and administrator training.

In the event of a police-led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

MEDIA MESSAGING
To the media/community after an event.

Example Situation: Violent Event

"On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process."

DISPATCH MESSAGING
To responding officers during an event.

Example Situation: Police Led Evacuation

"(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (timestamp)"

LAW ENFORCEMENT MESSAGING
To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

LAW ENFORCEMENT GUIDANCE
Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

CONTINGENCIES
Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may Hold in their classroom and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

TRANSPORTATION
During a police-led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.



SHELTER

State the Hazard and Safety Strategy.

SHELTER
STATE THE HAZARD AND SAFETY STRATEGY

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

PUBLIC ADDRESS

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter! For a hazard. Using safety strategy.

Shelter! For a hazard. Using safety strategy."

For a tornado, an example would be:

"Shelter for a tornado. Go to the tornado shelter.

Shelter for a tornado. Go to the tornado shelter."

After the danger has passed:

"Students and staff, the Shelter is released. All clear. Thank you for your assistance and patience during the Shelter."

HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE:

- Evacuate to Shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION

Identification and marking of facility Shelter areas.

DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (https://iloveuguys.org/The-Standard-Response-Protocol.html).

Emergency Specific Action Plans:
The following pages detail action plans for specific emergency scenarios.

Assault and Rape:
In the event there is an occurrence of rape and/or serious assault, school personnel should follow these procedures:
Medical Procedures

1. Render first aid to the victim.
2. Phone the police, 911.
3. Notify the school counselor or school social worker.
4. Check for:
    a. Emergency contact on file if victim is a student or staff member.
    c. Notify parent/guardian or spouse or individual on emergency information.
    d. If building has staff member with specific training in the area of rape relief, have them assist. Staff members are listed at the end of this section.
5. Notify the principal or administrator.
6. Notify the Superintendent.
7. Obtain as much information regarding the assailant and incident as possible.
8. Accompany the victim, if necessary, to the hospital or appropriate law enforcement center.

The heightened security plan will be put into place.

The Superintendent's Office will be the only source of information to the press.

Assault and Rape Personel:

Name	Title	Phone	Cell Number
Courtney Colton	Social Worker	934-4212 Ext. 6105	507-270-6224
Regina Siriani	Counselor	934-4212 Ext. 6200	715-573-5408
Andy Vander Linden	Counselor	934-4212 Ext. 6127	320-250-1986
Rachel Fitch	Nurse	934-4210 Ext. 1009	507-479-9316

Bombs and Bomb Threats:

Instructions for Receiver of a Call:

Schools have been primary "targets" of bomb threats particularly on a seasonal basis (Spring and Fall). However, there have also been documented cases where actual bombs have been found and/or detonated. Bomb threats should be taken seriously.

1. A person receiving a bomb threat should try to attract someone else's attention (without tipping off the call) in an attempt to have the call traced. (Note: office staff are most likely to receive such a call and should be familiar with the process for tracing a call).

2. Obtain as much information as possible, i.e., the time set for the explosion; the exact location of the bomb; the type of explosive device and what it looks like; and, why the bomb was placed in the school. Justify your request for more data by expressing a desire to save the lives of innocent people. Pay particular attention to any strange or unusual background noises and the voice of the caller.

3. Immediately notify the building administrators and the superintendent of schools. A decision will be made on whether or not to evacuate the building. It is not recommended that school evacuation be made in all cases, however, circumstances will vary in each incident.

4. On request of building administrators or superintendent, call police department (911).

Building Administrators or Designees' Responsibilities:

1. Check the receiver of the call for authenticity and other pertinent information.

2. Report to the emergency command center.

3. Call the police and/or sheriff's office, if not already done.

4. Evaluate the bomb threat and determine the course of action that will be taken from the emergency command center.
   a. Deploy search teams from the command center to search the outside and inside of the building.

   b. Alert all staff members to conduct a search of their classroom, office, or work area and report any unusual conditions.

5. Meet with law enforcement officials regarding search and further procedures.

6. Handle all inquiries from the news media.

7. Follow the administrative rules for bomb threat procedures.

Evacuating the Building:

1. If the building is to be evacuated in response to a bomb threat:

    a. Notify the police department immediately.

    b. Evacuate the building immediately with everyone going at least 500 feet from the building (175 paces). **School should not be canceled or students sent home.**

    c. Teachers will make a visual check of their classrooms, as they evacuate, reporting anything unusual to the police. **DO NOT TOUCH ANYTHING SUSPICIOUS.**

    d. Teachers, aides, nurses will be responsible for persons in rooms at time of evacuation.

    e. Teachers will take their class roll once evacuated. Teachers who do not have classes should make certain everyone is at least 500 feet from the building.

2. Building administrators or custodians make a visual check for persons still in the building.

3. Do not re-enter the building or an area of the building unless cleared by the police department. If requested by the police department, the head building supervisor, and a building designee, should conduct a visual search of the interior and exterior of the building.

4. If the evacuation is for the remainder of the school day, move students to a safe distance from the building. Activate a plan to move the students to a secure area. Students will be dismissed or transported home from this area.

5. Secure all doors.

6. If the building is NOT to be evacuated in response to a bomb threat, as a minimum, follow instruction II - IV. above.

Responsibilities of Faculty and Staff:

1. Make a visual check of classroom, offices, or work areas. Report anything unusual to the principal. **DO NOT TOUCH ANYTHING.**

2. If evacuation is necessary, follow the fire drill evacuation to at least 500 feet (175 paces) from the building.

3. Staff who have rooms that have outside doors should check to see that they are locked before evacuating the building.

4. Do not enter the building until told to do so by the building administrator or designee.

Individual Building Plan for Saint Peter High School:

1. The emergency command center will be the school office.

2. Secure all doors if the building is evacuated.

3. If students are to be evacuated for the remainder of the school day, follow these procedures:

   Move students away from the building. Gather in fire exit locations and accompany the students to Saint Peter Catholic Church. Students will be dismissed or transported to units from the area. The building secretary will call Saint Peter Catholic Church and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

   Saint Peter Catholic Church: 507-931-1628
   Saints Bus Service: 507-934-4690

Child Abuse/Kidnapping:

Child Abuse:
Any staff member who suspects neglect, physical abuse, or sexual abuse is mandated to make an immediate report to the building administrator. The reporting staff member should gather the following information on the abused or neglected child:

1. The child's full name, date of birth, home address, phone, and parent's names.
2. Any person believed to be responsible for the abuse or neglect of the child.
3. The nature and extent of the abuse or neglect.
4. The name and address of the reporting party.

An oral report is to be made to the appropriate child protection agency after the information has been obtained. The oral report is then to be followed up by a detailed written report to the notified agency.

If the reporting staff member believes that the child is abandoned, subject to a real or imminent threat, or in need of medical attention, the building administrator should be called immediately. Officers can remove a child from a threatening environment to protect the child. If a police officer or child protection worker comes to the school to interview a child, the building administrator shall be notified. The building administrator will be given a written notice of the intent to interview a child at school.

School officials cannot disclose to the parents, legal custodian, guardian, or perpetrator, that a request to interview a child has been made until after the abuse or neglect investigation or assessment has been concluded.

Any staff member who makes a child abuse or neglect report in good faith is provided with civil and criminal immunity in accordance with the Maltreatment of Minors Reporting Act. Additionally, the identity of the reporter is protected except in very limited circumstances.

Kidnapping:

1. Following are some preventative activities which may help avoid Kidnapping situations:
2. School secretary should have at her desk a list of students who are not to be released to anyone except a particular parent or guardian.
3. Emergency cards of such students should be tagged.
4. Before releasing a child to anyone except the parent or guardian on the list,school secretary should check with the custodial parent and/or guardian for approval; a record of the time and date of phone approval should be made and kept.
5. When parent telephones a request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.
6. All visitors should be asked to sign in at the building administrator's office and follow building procedures for visitors.

In the event of a Kidnapping:

1. Phone the police: 911.
2. Contact the building principal/program supervisor.
3. Phone the parent/guardian.
4. Phone the Superintendent.
5. Do not release any information to the press. Refer requests for information to the Superintendent's Office.

Civil Defense Alert:

School Personnel

A. Students will be sent home when official Civil Defense Public Information indicates there is sufficient time to arrive home before dangerous conditions develop. (See “Emergency School Closing” for procedures.)
   1. Information will be released by the Superintendent or designated official to all communications media.
   2. Local broadcast stations (EBS) will transmit emergency public information.

B. If, in the opinion of the Superintendent, there is not sufficient time to transport the students home, the building principals/program supervisors will be so instructed.

C. If schools are not in session during a Civil Defense alert due to deterioration of international affairs, every effort will be made to close schools until safety is assured by the emergency broadcast network.

Members of the Public

In the event of a Civil Defense alert, members of the public may come into the school buildings for shelter.

Best Place of Protection

The staff should guide the students and members of the public to underground areas or to interior hallways on lowest floors. If hallways are crowded, use interior rooms. As a last resort, use area of classrooms farthest from the windows.

Method of Communications

Method of communications to the occupants of the building will be by public address system or by courier appointed by the principal/program supervisor. The principal/program supervisor will be in charge of each building. The principals/program supervisors will receive their instructions via the emergency broadcast network and/or from the Superintendent’s Office via the Director of Maintenance. The district office shall communicate to each building by telephone or by an appointed courier.

Telephones are not to be used except by permission of the Principals, Program supervisors, Superintendent or Director of Maintenance.

ROCK BEND CIVIL DEFENSE PLAN:

Students will be sent home when civil defense communications indicate there is sufficient time to arrive home before dangerous conditions develop. Information will be released by the proper authorities to all communications media).

1. In the event that conditions will not allow time for students to be dismissed, students will be assembled in predesigned areas in the Community Center.
    a. Students will stay in their classroom.

2. In the event that conditions will not allow for students to be assembled in the Community Center, students will be moved to St. Peter Middle School. The building principal, or designee, will call the middle school to notify the staff of the situation. The school bus company will be called to assist in transporting students to the site.

Plan for Use of School Facilities for Shelter:
If the area is suffering from a disaster, the use of the Community Center will be a part of the overall community plan to utilize community resources, and is a part of the school plan approved by the board.

1. The use of the Community Center facilities as shelter will be reserved for the students of the district. However, in the event that the students do not need the school shelter it will be made available to the community.
2. During a declared or undeclared emergency, the school facilities are available for civil defense activities if it is deemed necessary by the Civil Defense Director.
3. If the school is used as a fallout shelter for the school children, members of the staff are in charge as shelter managers.

Fire:
Fire Alarm Operation:
When the fire system panel sounds:

1. Security Attendant has 15 seconds to acknowledge the fire alarm on the panel.
    i. At the panel: Turn the Key ON.
    ii. Press the Ack/Stop Button

If the Security Attendant does not acknowledge the alarm within 15 seconds, the fire alarm will automatically sound throughout the building alerting occupants to evacuate.

2. Use the 2-way radio to contact the custodian
    i. Read the location of the alarm on the Fire Panel Screen to the custodian.

The Custodian has 3 minutes to determine whether the alarm is actual or false before the general alarm will sound throughout the building.

3. If the custodian reports, there is a fire
    i. Pull the Fire Alarm and EXIT the building.

4. If the custodians determine it is a false alarm:

i. Press the RESET button on the Alarm panel.
ii. Call Alarm Monitoring Service central reporting station at 1-507-345-4185
iii. Identify yourself by name, school location and inform them of your account number 4681
iv. Identify your PASSWORD: 4681. (yes, same as the account #)
v. Ask them to put the system on test for 30 minutes.

If the custodian does not report back within the 3 minutes, the alarm will automatically sound throughout the building alerting occupants to evacuate. Also, if within the 3 minutes, and a second detection device activates, the alarm will automatically sound throughout the building alerting occupants to evacuate.

5. When the custodian reports he has repaired or replaced the faulty detector as necessary RESET the system.
   i. Press the Reset button on the alarm panel
   ii. Turn the key OFF.

End of Event

1. If the fire alarm sounds:

   a. Evacuate the building to at least one hundred feet following the specific exit directions listed.
   b. School officials will make an immediate determination of the location of the fire or hazardous condition. Upon determination, immediate contact is made with the office and the elementary principal using appropriate communications.
   c. The secretary or designee will contact St. Peter Police Department to confirm the situation.
   d. The Principal will report to the office. The Principal or designee will establish formal communication with the police and fire department. Secretaries will call bus service if necessary.
   f. Students and staff are not to return to the building until notified by a Principal or Principal's designee.

2. All teachers are requested to make themselves familiar with the following rules and regulations and explain them thoroughly to the pupils of their respective rooms immediately so that fire drills may be successfully begun after the first week of school. Please discuss this with students.

   a. **Any teacher or pupil who observes any indication of fire will immediately pull the switch in one of the stations located in the corridor.**

b. The Emergency Evacuation Plan will be followed for vacating the building. The school secretary will call the St. Peter Police Department in the event of an actual fire situation.

c. Teachers are requested to impress upon all pupils that fire drills are very serious matters and should not be treated lightly.

d. Each teacher should make it a point to become familiar with the alarm stations and their locations, and the location of fire extinguishers.

e. In case of actual fire during inclement weather, students will be evacuated to Saint Peter Community Center

Emergency Evacuation Plan:

1. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all pupils have left the room. If there is time, close the door and bring your record book with you.

2. As soon as the alarm is sounded, pupils will rise and pass in a rapid, orderly manner from the room by the exit used for regular dismissal.

Pupils should pass from the room in single file and the pupils from an individual room should remain in single file until out of the building. Under no circumstances should pupils be allowed to move faster than a rapid walk. There should be no talking after the alarm is sounded and until pupils are clear of the building. Noise leads to confusion and encourages panic. Also, with much noise, emergency instructions or changes in regular procedure cannot be heard. The first two students to arrive at any exit should hold the doors open until teachers arrive to relieve them.

3. Pupils will not take their coats or books with them.

4. As soon as all pupils have left the building, the teachers will take their positions at the exit from which the pupils have left and under no circumstances allow any of them to pass back into the building until the outside bell has sounded.

5. Teachers will direct pupils to march away from the building to the parking lots. The space near the building should be absolutely clear. Pupils should return to the building after a drill by the same route that they left the building. There are to be no students in the streets.

6. Evacuation routes are posted in each room and should be visible upon exiting the room.
The following staff will be responsible for ensuring students are out of designated lavatories:
Riley Pfiffner

Natural Disaster/School Disaster Procedures

A. Tornadoes

1. Public warning signal - 5 minute steady blast on Civil Defense siren and repeated if necessary.
    a. Tune in radio to local commercial broadcast station.
    b. Tornado warning alert will be disseminated to other schools from high school warning point.
    c. Elementary Administration will disseminate warning to remaining schools in District.

B. Severe Thunderstorms

1. Public warning signal (radio or TV) no siren sounded unless danger or tornado.

2. Warn students before the spring tornado season, regarding:
    a. Low areas where flooding might occur.
    b. Loose or downed electrical wires.
    c. Danger from lightning.

3. If storm occurs at dismissal time, it might be desirable to retain students until danger has passed.

C. Epidemics

1. The County Health Department is responsible for all rules governing the control of communicable diseases.
2. At the first sign of contagion in epidemic proportions:
    a. Call the County Health Department.
    b. The Health Department will take necessary action.
3. Pandemic Influenza preparedness plan is available in the emergency tool kit.

D. Electric Power Failure

During school hours - call St. Peter Public Utilities-telephone number 507.934.4840.

E. Top Priority Gas Line Break

1. During school hours:
    a. Clear the immediate area-evacuate building if necessary, call the bus

service and transport students to Saint Peter Community Center
b. Call CenterPoint Energy - telephone number 1.612.321.5050.
c. Call Fire Department - if necessary - telephone number 507.931.1110.
d. Notify Principal's office.
e. Call custodial Jerry Doyle 952.212.9614

2. After school hours:
a. Call St. Peter Public Utilities: 507.934.4840.
b. Call building and grounds supervisor, Marc Bachman 507.382.4078
c. If flooding occurs and pumps are needed, call City Engineering Department: 507.934.4840 or
d. Civil Defense Director: 507.931.6800 or
e. Sheriff's Office: 507.931-1570.

F. Water Main Break

1. During school hours:
a. Call St. Peter Public Utilities: 507.934.4840.
b. Call custodian Sharon Petersen 612.723.2725
c. If flooding occurs and pump is needed, call City Engineering Department: 507.934.4840 or
d. Civil Defense Director - 507.931.6800 ext. 250.

2. After school hours:
a. Call St. Peter Public Utilities: 507.934.4840.
b. Call building and grounds supervisor, Sharon Petersen 612.723.2725
c. If flooding occurs and pumps are needed, call City Engineering Department - 507.934.4840 or
d. Civil Defense Director: 507.931.6800 extension 250 or
e. Sheriff's Office: 507.931.1570.

G. Blizzards

1. Awareness
a. The approaching winter storm or blizzard conditions will be announced by radio/TV.
b. The District Office will advise principals and the transportation department of possible early closure or cancellation of late buses and/or extracurricular buses.
c. Early dismissal of special education transportation out of the district will depend on decisions of local school district to which student has been transported.

2. Action
a. Transportation will be notified by the Superintendent to prepare for optional service or for cancellation of service.

b. Principals/Program Supervisors will be notified by the Superintendent of the decision relative to transportation.

c. At time of dismissal, students should be advised by school staff to:
- Go directly home.
- Dress properly for the weather
- Be aware of low visibility and that it may be difficult to see or be seen.

d. If school buses cannot transport students to their homes, the students will be held in classrooms until each student identifies where they will be going at the dismissal of school.

e. Should a winter storm be too severe to release students, the school staff should be prepared to supervise until released. Also, should it be necessary, the school kitchens will be opened to provide food for students and staff.

3. Closing of Schools
   a. Determined by the Superintendent of Schools.
   b. In absence of Superintendent, the decision will be made by:
      Darin Doherty - North Intermediate Principal

   c. Notice will be given by Thrillshare communication system when schools are not in session or upon an emergency closing.

D. Flooding

1. In the event of flooding, the Superintendent of Schools will make the decision to close the schools. Parents and community members will be notified of the dismissal/evacuation or closing via Thrillshare, radio or TV.
2. If schools are evacuated, the Director of Transportation will develop alternative bus routes depending on the severity and extent of flooding.
3. The Principals and Program Supervisors of each building will establish routes to be taken for students who are walking.
4. School personnel shall supervise walkers as needed.

Disturbances or Demonstration Procedures:

The prevention of possible disturbances should be the prime concern of the entire community. Sound and relevant educational programs and open lines of communication with students, staff, parents and community are important.

The following procedures should be considered only in case of extreme emergencies. The administration staff should assess the situation to determine its seriousness and its effect on the safety of students and staff before taking any action.

A. Procedure (after determination that a situation is threatening to the safety of students and staff).
    a. Principal, or designee, is in complete charge of building and facility. (A predesignated chain of command should be established in case of absence of the Principal from the building).
    b. Put into effect the prearranged individual building emergency plan.
    c. Notify the Superintendent of Schools.
    d. Notify all schools in area of possible disturbances.
    e. Student relations:
        i. Keep student informed of situation through normal channels of communications.
        ii. Conference with student representation of all groups representing all points of view in order to dispel rumors, calm fears, and provide as near normal operation as possible.
        iii. Normal classroom operation should be maintained as much as possible and all students encouraged to stay in classrooms.
            1. No students should be physically restrained from leaving the
            2. If disturbance is outside of building, students should be kept away from windows.
            3. Students should be advised of the threat to their welfare that may be occasioned by leaving the building.
            4. No students, or student group, should be utilized in calming any disturbance that might place them in a situation where physical harm might occur or that would jeopardize their normal relationship with their fellow students.

B. Staff relations:
    a. Faculty
        i. Keep faculty informed of the situation, using all available means of communication.
        ii. All faculty should record events that occur in their vicinity with names, times, and place of events, and action taken.
        iii. All faculty can have a calming effect by their judgment and sound action will minimize the disturbance. Individual fear or emotion must be controlled and not communicated to students.
    b. Administrative staff - Responsible to building. Responsible for performance of assigned duties.
    c. Custodial staff
        i. Responsible to building Principal for assigned duties.
        ii. Responsible for physical plant; i.e., utilities, fire alarm center, etc.

iii. Security of all entrances.

d. Clerical Staff
    i. Safety of essential records without jeopardy to their own physical well being
    ii. Keep switchboard clear for emergency calls.
e. Auxiliary staff - All aides remain at their assigned duties unless specifically assigned other duties by the administration staff.

C. Police Relations
    a. The Principal of the building should alert the police for possible action.
    b. The use of uniformed police in any crisis situation must be handled with extreme care. Principal should designate an entrance and room where uniformed police may enter and remain there until called for duty.

D. Community Relations:
    a. Parents
        i. Keep parents fully informed of situation in schools by all possible means of communication.
        ii. Organize a parental group that would voluntarily participate in attempts calm disturbances in schools.
        iii. A telephone chain should be established for speedy utilization of parents.
    b. Community organization and leaders.
        i. Establish relations with organizations in the community and recognize community leaders so that they might be a source for assistance in calming potentially dangerous situations.

E. News Media Relations
    a. Assign a staff person the specific responsibility for dealing with all news media.
    b. Provide a room for press conferences.
    c. Keep news media informed of all decisions.
    d. Insist that news media keep cameras out of the building or that they be brought to the press room.

F. Closing of Schools
    a. Only the Superintendent of Schools, or the Superintendent's designee, can legally authorize the closing of schools.
    b. If the decision to close schools is made:
        i. Parents will be informed as quickly as possibly through Thrillshare and, radio/television.
        ii. Students and staff will be informed.
        iii. Staff will supervise dismissal
        iv. Bus transportation will be arranged
        v. Neighboring schools should be informed

ROCK BEND Evacuation Plan for Disabled Students:
The following procedure is to be used during an emergency drill when a wheelchair student is in your classroom.

Drill Procedures:

1. Teachers are to accompany the wheelchair student to the nearest stairway or exit. Remain with the student at the head of the stairs.
2. Direct your other students to proceed to appropriate fire exit or tornado shelter with an adjacent teacher.
3. Do not use elevators

Emergency Evacuation Procedures:

1. Assigned teacher(s) will direct the following procedures:
    a. Secure breaks on the wheelchair
    b. Remove restraints (seat belts, trays, foot straps
    c. Lift the wheelchair footrests
2. The method used to transfer students covered under this policy will vary with each student. At the training session for the evacuation plan, the assigned teachers will be instructed in the proper method of transfer. A written description of this policy will then be attached to the student's IEP.
3. Once on the second floor of the building, place the student in a wheelchair (stored in the Nurse's office).
4. The student will be taken directly to an unlocked vehicle via a wing of the building deemed safe to enter by the fire department. This precaution is to limit outside exposure and lessen the chance of illness.

After meeting with administrators and the fire chief, it was agreed that students with physical disabilities will not be evacuated during a practice or scheduled drill. This is done to prevent possible injury to students.

Each student has an individual evacuation policy attached to his/her IEP.

Students who can walk unassisted are accompanied by the teacher whose class they are in at the time. Students unable to evacuate themselves will have assistance. Stairways are designated on each floor where students are to assemble for an evacuation. A team of teachers will also meet there to assist.

Medical Emergencies - Initiating the Medical Emergency Response Team
Each school facility has a medical response team to provide assistance in medical emergencies until emergency responders arrive. Medical response teams are trained in First Aid, CPR, and the use of AEDs.

Team Composition:
Team size may vary depending on the size of the building. It is, however, recommended that the First Response Team have a minimum of 5 members, including the School Nurse and Health Para. Suggested members of the team could include the secretary, administrator, teacher and para.

Training Meetings:
At least four members will be required to maintain current certification in CPR. This yearly renewal would be paid by the District. Team members will be required to attend an annual meeting for situational practices and review. In addition, there should be one emergency simulation per year to evaluate the team's response.

General Guidelines:

1. School Nurse or Health Para is called to area where help is needed.
2. School Nurse or Health Para will survey scene and notify secretary that the First Response Team is needed at a specific location.
3. Secretary will make an all-call using the building PA system requesting the First Response Team report to a specific area. "Medical Emergency Team please report to ____" x2
4. The secretary will call 911 if so directed by the school nurse or incident coordinator
5. Team members will be assigned specific duties by the school nurse or incident coordinator.
6. One team member will report directly to the health office to cover during the absence of the school nurse and health para. This person will become aware of where supplies are kept that may be needed at the emergency site.

Secretary Duties:

1. Activate the First Response Team when directed to.
2. If told to call 911, be specific regarding type of emergency and the location. Let them know that someone will be at the front door to meet them.
3. Call the School Nurse if not in the building: Rachel Fitch 934-4210 Ext. 1009 or 507-479-9316 (cell) Angela Bruns 934-4210 Ext. 5021
4. Call parents and alert to situation and whether 911 has been called or not. Find out which hospital and if they will be meeting the ambulance there.
5. Make 2 copies of emergency card.

Medical Emergencies General:

ALWAYS REMEMBER "KEEP CALM"
"SURVEY THE SCENE FOR SAFETY"
"USE UNIVERSAL PRECAUTIONS"

UNIVERSAL PRECAUTIONS IS THE TREATMENT OF ALL BLOOD AND BODY FLUIDS AS IF THEY WERE INFECTED WITH A BLOODBORNE DISEASE.

1. Wear latex or vinyl gloves.
2. After giving care, do not touch your mouth, nose or eyes, or eat or drink until you have thoroughly washed your hands.

FIRST AID GUIDELINES

PROCEDURES FOR MEDICAL EMERGENCY

1. Do a primary survey of the scene and person. Look for a medical alert bracelet or necklace.
2. Check airway, breathing, and circulation-ABCs. Begin CPR if indicated.
3. Check for bleeding, start first aid.
4. DO NOT leave injured person unattended.
5. Determine the need for immediate medical attention and CALL 911. If during the school day, initiate FIRST RESPONSE TEAM.
6. DO NOT move the injured person, always suspect head/neck trauma.
7. Keep person warm, cover with a blanket.
8. DO NOT give liquids to an unconscious person.
9. Be supportive.
10. Keep crowd away, have others help.
11. Notify the school health office of an injury to any student, staff, or visitor on school grounds as soon as possible.

Medical Emergencies - Specific Scenarios

URGENT CARE DIRECTIONS

Look for a “Medical Alert” bracelet or necklace which will contain specific information pertaining to the individual.

A. Emergency care for serious accident and/or illness.
    a. Render immediate first aid care.
    b. Do not move a seriously injured person unless it is necessary for safety reasons.
    c. Obtain help from school nurse or principal if on duty.
    d. Call for medical assistance if needed - dial 911.

NOTE: If injury or illness appears to be serious, call 911 and do not be concerned about protocol of contacting parents until <u>after</u> emergency care has arrived or even until person has been transported to a trauma center.

    e. Notify parent or guardian, if possible.
    f. If emergency vehicles are called, report the incident to the Superintendent of Schools in the District Office no later than the next school day.

B. Bee Sting
    a. Determine if person has a history of bee sting allergy.
    b. Remove the stinger from bee sting site. Apply ice.

c. Contact nurse, principal, or parents as quickly as possible to determine if person is allergic to bee stings.
d. If person is allergic, follow instructions of nurse, principal or parent.
e. Give antidote injection if person has such equipment with them.
f. If advice is not available, CALL 911 for help.
g. Speed of action may be crucial for certain purposes.

NOTE: Do not wait for a "convenient" time to deal with a bee sting. Immediate action is required if a student is stung while in a vehicle. Call for help on the radio and follow instructions as to when and where to meet an emergency vehicle for assistance. Other passengers will have to wait until the emergency has been resolved.

C. Bleeding
   a. Follow blood borne pathogens protocol.
   b. Gently blot the wound to inspect for debris. If bleeding is severe, apply pressure on the wound. Apply a dry cold pack to the area around the wound.
   c. Continue pressure until bleeding stops. Elevate wound above level of heart to help reduce bleeding. Treat for shock.
   d. Get medical care for bleeding which cannot be controlled.

D. Cessation of Breathing/Choking Incidents: If victim can cough, speak and breathe, do not interfere. If the victim cannot speak or cough, uses the distress signal, or appears cyanotic (blue) from poor air exchange, proceed with the following:
   a. Stand behind victim with one foot beside the victim to support him/her.
   b. Wrap your arms around victim's waist.
   c. Make a fist, place the thumb side of your fist against the victim's abdomen, slightly above the navel and below the ziphoid (breastbone).
   d. Grasp your fist with the other hand. Press your fist into the victim's abdomen, with a quick inward and upward thrust.
   e. Repeat this action until the obstruction is cleared or victim becomes unconscious, lie on back, continue to attempt to clear airway with abdominal thrusts. Call 911.
   f. Once the airway is open, if the unconscious patient is not breathing, begin rescue breathing. Begin CPR if pulse is absent.

E. Convulsions/Epileptic Seizures
   a. Protect victim from injury but do not restrain. Support and protect the patient's head, being careful not to be hit or kicked. Following the seizure or if the patient vomits, turn their entire body onto their side. Do not force a blunt object between the victim's teeth. Do not give fluids. If breathing stops, give artificial respiration if trained in these techniques.
   b. Try to time how long the seizure lasts. If it lasts five minutes without stopping call 911.

F. Drowning
   a. Call 911. Inform 911 operator that a drowning has occurred at the School Pool.Instruct them to send emergency personnel to the southeast pool entrance off of Lincoln Drive.
   b. Send a responsible student to the nurse's office for assistance. Administer
   c. appropriate first aid and/or CPR. First aid kits are located in the nurse's office.
   d. Send a responsible student to meet the emergency personnel at the designated entrance to the building.
   e. Notify school principal as to the seriousness of the accident. The principal will notify the Superintendent of Schools.

G. Eye Injuries
   a. Chemical Burns
      i. Flush the eye with a gentle stream of lukewarm water while holding the eye open. If only one eye is affected, turn the head so the injured eye is down. If both eyes are affected, tilt the head back and pour water onto the bridge of the nose. Flushing should continue at least 20 minutes. For acid/alkali burns, it may be necessary to remove jewelry and clothing which may be contaminated by the runoff. Ears may also become contaminated. Contact an optometrist or opthamologist and have the eyes examined.
   b. Penetrating Injuries of the Eye:
      i. Do not remove the object or wash the eye. Cover both eyes loosely. Stabilize the object. Keep the victim quiet on his/her back.

H. Insulin Reactions

(NOTE: A student will not have a reaction if not on insulin therapy).

   a. Insulin Reactions occur when the blood sugar level is too low. Insulin and exercise lower blood sugar. Food raises blood sugar. Good control requires that these three factors be balanced. Insulin reactions occur because of:
   b. Strenuous exercise not covered by extra food or reduced insulin.
   c. Too much insulin.
   d. Symptoms - Watch for any of these sudden changes:

Pallor Hunger Headache Dizziness Inattentiveness	Irritability Blurred Vision Responses Inability to Concentrate	Crying Confusion Drowsiness Trembling Nausea	Excessive Perspiration Inappropriate Lack of Coordination

*If the reaction is not treated, unconsciousness or convulsions may follow.

Symptoms may vary, or may be absent. When in doubt, treat.

e. Treatment-At first sign of any of the above symptoms, the child with diabetes must be treated at once.
    i. Give some form of sugar immediately. This can be 2 large sugar cubes; fruit juice (1/2 cup); pop (1/2 cup-not diet); candy (equivalent to 6-7 lifesavers); commercial products such as Glucose or Glucose tablets. The child may need coaxing to eat.
    ii. The child should improve within 10-15 minutes. Then give him/her additional food and have him/her resume normal school activities.
    iii. If the child does not improve, repeat the treatment. If there is still no improvement, call the parents for additional instructions. NOTE: Do not give liquids if unconscious. Do not send the child to the nurse's office or away from the classroom alone.

I. (Suspected) Neck or Spinal Cord Injury
    a. Contact the school nurse
    b. Maintain open airway.
    c. Do not move victim.
    d. Do not transport victim.
    e. Call 911.

J. Poisoning/Food Poisoning
    a. Identify poison.
    b. Call poison control at 1-800-764-7661. Follow instructions.
    c. If doctor is required, take poison and container to doctor with victim.

K. Food Poisoning:
    a. Administer first aid, as needed.
    b. Notify School Nurse
    c. Call 911 or make appropriate medical referral.
    d. Call parent or guardian.
    e. Notify Nutrition Service Department.
    f. Building Administrator and staff will follow directives of medical authorities.

L. Shock
    a. Watch for cold, clammy skin, pale, bluish face, profuse sweating, weak, rapid pulse.
    b. Have person lie down.
    c. Maintain body temperature.
    d. Cover only enough to keep victim from losing body heat.
    e. Reassure and calm the victim

.

STAFF OR STUDENTS EXPERIENCING ANY OF THESE MEDICAL EMERGENCIES SHOULD BE EVALUATED FURTHER FOR MEDICAL CARE. THE EMERGENCY MEDICAL SERVICE, 911, SHOULD BE CALLED. NOTIFY PARENT/GUARDIAN OF THE STUDENT, OR NEXT OF KIN OF A STAFF MEMBER.

Hazardous Materials Emergency:

Asbestos Hazard

All inquiries should be directed to the District's designated person, the Director of Maintenance.

1. Asbestos Records - Each building has a file located in the office which contains all information relating to asbestos.

2. Yellow Asbestos Warning Sign - The presence of a yellow asbestos warning sign indicates a danger area which should not be entered without instructions and/or consent of the District's designated person noted above.

3. Friable Asbestos - Friable asbestos is evident when the asbestos is falling or appearing in a powder form. It is also friable when the material can be easily crumbled between a finger and thumb. When it appears that there is open friable asbestos, contact the designated person noted above.

4. Demolition of any Building or Part Thereof - Prior to any demolition of any building or portion of a building, the designated person noted above must be contacted to determine if there is any building material which contains asbestos.

5. Major Asbestos Incident - A major asbestos incident occurs whenever there is eminent exposure or removal of asbestos. Should such an incident occur, the designated person noted above shall be in charge of the project. The designated person shall have the authority to close the area and/or bundling to all public and employees until such time that air testing indicates the area may be safely entered.

6. Contact with the Media - In the unlikely event of any publicity regarding asbestos in the schools, response from and on behalf of the District shall be through the designated person noted above.

Other Hazardous Materials

1. Evacuate the area if indoors. In the event of an outdoor occurrence (i.e. overturned tanker, train derailment, chemical fire, broken fuel line), leave students in school, keep all doors and windows closed and turn off outdoor ventilation unit, unless otherwise instructed.

2. If burns or blisters are encountered during hazardous material contact:
    a. Have someone call for ambulance - 911.
    b. For chemical burns to skin or eyes, flush burn with large amounts of water (15 to 20 min).
    c. If only one eye has been affected, flush from the nose outward to prevent contaminating the other eye.
    d. Have victim take off any contaminated clothing.
    e. Apply sterile dressing.
    f. If extensive, have victim lie down with legs elevated EXCEPT FOR FACIAL BURNS.
    g. For extensive facial burns, sit or prop victim up. Observe for breathing difficulty.

h. Do not immerse or apply ice water. Apply cold pack to hands, face or feet if necessary.
i. Bandage loosely with dry, clean dressing.
j. Don't put ointment or pressure on burn.
k. Don't break blisters or remove pieces of cloth stuck to burn.

3. Call Director of Maintenance Seth Putz
934-4210 218-434-1149 (cell)

School Bus Accidents:

In the event of any vehicle accident, the following steps must be taken by the driver:

1. Stop immediately to investigate.
2. If necessary, evacuate the school bus to at least 100 feet and administer appropriate first aid.
   a. Inform the students that they need to evacuate the bus from the emergency exits.
   b. Remind the students to stay calm, and evacuate seat by seat, alternating sides.
   c. Remind the students to leave books and other articles in the bus; their safety is much more important.
3. Select a responsible person to call 911 from a nearby phone. Advise 911 operator of any injuries and location.
4. Protect the scene of the accident and passengers by having someone direct traffic ad set up flares of flags.
5. As soon as convenient, call Director of Transportation and report that there has been an accident and briefly describe the scene. The bus dispatcher will call the business office.
6. Insurance Information:
   Police Officer's Name — Police Officer's Badge Number
   Police Report Number — Police Department(s) Involved
   From each party involved, obtain:
   Driver's Name — Driver's Address
   Driver's Phone Number — Insurance Company, Agent and phone

7. If it is known that a student receives an injury while on the bus or while getting on or off the bus, the following criteria shall be followed as to parental notification:
   a. If the possibilities of injury or actual injuries occur needing medical attention and/or hospitalization, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.
   b. If an accident occurs where there are no injuries, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.

8. If a school bus is involved in an accident, students will, if necessary, be taken to the doctor or hospital for diagnosis and/or treatment at the discretion of emergency personnel called to the scene.
9. Under the No Fault Insurance Law, all medical bills for students injured on the school bus are to be sent to the parent's automobile insurance company for payment. The parent's automobile insurance company is primarily responsible for medical payment in the event of injury in a motor vehicle.

PLEASE NOTE: It is important that we show courtesy and concern to all those individuals involved in an accident. It is inappropriate to discuss who may or may not be at fault. These matters are to be determined by the appropriate authorities.

Crisis Situations (Death/Terminal Illness)

Philosophical Statement:
The Rock Bend Plan of Action for Crisis Situations is intended as means to help meet, deter and/or prevent crisis situations which limit students' opportunities for learning. The plan is also designed to help address the psychological and emotional needs of students and staff, specifically during times of crisis. We will generally interpret crisis to mean:

1. Death of a student
2. Death of student's parent or sibling
3. Death of a school district employee
4. Suicide
5. A terminal illness which affects any student or employee
6. Any other tragedy of local concern/importance

By addressing the above situations we hope to assist, as best we can, our students and staff in coping with the tragedy productively by using a basic plan of action.

Crisis Team

TITLE:	NAME:	PHONE:	CELLPHONE:
Principal:	Annette Engeldinger	934-4212	507-720-5118
Dean of Students	Shari Karlsrud	934-4212	507-317-1358
Social Worker	Courtney Colton	934-4212	507-270-6224
Counselor	Regina Siriani	934-4212	715-573-5408
Counselor	Andy Vander Linden	934-4212	320-250-1986
School Nurse	Rachel Fitch	934-4212	507-479-9316

Emergency Response Plan:

1. Any district employee who has knowledge of a perceived crisis should contact the principal or designee. The principal should verify the situation and then call the Crisis Team to meet in the

principal's office to identify the procedure to be followed and prepare a statement to be read by classroom teachers if necessary. The team will also decide the manner in which the deceased's personal belongings will be cared for.

2. The school staff, including non-certified members, could meet prior to contact with students. At that meeting they will be informed of the crisis and given all pertinent information. Staff will be notified of the meeting via the attached chart. In the event a crisis occurs during the school day, the Crisis Team will be assembled as soon as possible. Information will be communicated to each teacher as necessary.

3. Any statements to the press will be handled by the principal or designee. The secretarial staff will be made aware of who is in charge and will review procedures for handling requests or calls from parents, news media, etc.

4. Under most circumstances no large group assemblies will be held to inform students of the incident. Rather, students will be informed by their classroom teacher. A written statement to be read to each classroom may be made available at the staff meeting. The Crisis Team will decide which grade levels will be notified. Teachers are encouraged to handle all expressions of grief in their class to the extent that they are comfortable. Discussion in the classroom should not "glorify: the situation, but be serious, frank and supportive. Facts should be stressed to diminish rumor and sensationalism. Classes will be run as routine as possible, however, teachers will be alert to identify "high risk" students. Teachers will be aware that the Crisis Team members are available to students and may allow students to leave class to access them. If death was by suicide, teachers should emphasize this tragedy as an error in judgment, and was a permanent solution to a temporary problem. Encourage students to talk about ways to cope with stress, including the stress of this event.

5. School social worker may be made available to an entire class if a student from that class is directly affected or if otherwise deemed necessary.

6. If necessary, at the close of the school day, staff members could meet to assess the situation, make plans for the next day, and identify high risk students to the Crisis Team. At this time outside student referrals and parent contacts will be reviewed.

7. As additional information becomes available, the Crisis Team will decide how it should be disseminated and by whom. One member of the Crisis Team will be responsible for gathering funeral arrangement information and for preparing details for student and faculty attendance at the visitation and funeral. Students are not encouraged to leave school to attend the funeral in the event of a suicide.

8. The Crisis Team may decide if outside professional help, such as Klein Funeral Home, The St. Peter Ministerial Association, Sioux Trails Mental Health Center, the St. Peter Clinic, and Nicollet County Social Services, is needed. The roles of these outside specialists may include:

A. Co-facilitators in student support situations

B. Expertise and assessment

C. Visiting classrooms of affected students
D. Support for teachers/staff
E. Referral for highly distressed individuals

9. The principal and a staff member who has been well acquainted with the student should make contact with parents, when appropriate, to express the school's condolence. Visiting the family is encouraged.

10. On the day following the funeral, the Crisis Team may prepare a statement to be read by teachers to their classroom. This statement should express the support students and faculty have shown to each other and remind students that support staff remain available. After this statement, teachers should move towards closure while still allowing expressions of grief. Concern for high risk students should be reported to the support staff.

11. A faculty meeting may be held one week later to discuss the interventions which took place and to give the staff a time to reflect, offer support to each other, and offer suggestions to the Crisis Team.

12. The Crisis Team will carefully review all memorial requests made at school for the deceased.

Practices to Consider for Death by Suicide:

1. Reduce guilt of survivors
2. Increase psychological distance between survivors and victims to prevent modeling of victim's behavior
3. Consult with media to down-play glamorization
4. Consult funeral directors
5. Avoid excess attention given to victim, e.g., dedication of yearbook or newspapers, large assemblies, in-school memorial service, canceling school, etc.
6. Establish appropriate support groups to deal with grief issues.

Events of Crisis on School Premises:
1. Call 911 for emergency help
2. Isolate the area
3. The principal or designee will contact the proper authorities (sheriff, police, etc.)
4. Notify the parents
5. Prepare fact sheet for staff and disperse at the appropriate time
6. Make students aware of the facts judged to be appropriate

SUICIDE/DEATH - SCHOOL RESPONSE

I. INTRODUCTION

When a young person commits suicide, or suffers any kind of tragic death, the principal of a school is confronted immediately with serious problems; verifying what happened, containing the information, protecting the privacy of the family, helping students cope with the death, communicating beyond the school, bringing the resources of the community to bear on the problem, dealing with parents, and minimizing the possibility that other students may imitate the behavior and take their own lives. The first 48 hours are crucial.

II. SUGGESTED PROCEDURES

A. Building Administrator to establish crisis team.

1. Principal-Committee Chair
2. Administrators
3. Social Worker
4. School Nurse
5. Significant teacher and/or staff
6. Psychologist
7. Superintendent-District Spokesperson

B. Steps to follow:

1. Team meets at earliest convenience to develop plan of action. Plan may include:
2. Protect privacy of family
3. Verify the death
4. Notify Superintendent (spokesperson)
5. Announce the death to students and staff
6. Make counselors available to students and provide rooms for students to meet in small groups
7. Contact community resources
8. Hold faculty meeting and identify students about whom faculty are concerned
9. NEXT DAY:Hold small group meetings with students - announce funeral arrangements

III. DETAILED EXPLANATION OF FIRST 48 HOURS (a - h above)

A. Protect privacy of family

a. Contain the story and protect the privacy of the family. If the story is true, the family of the student has experienced a terrible loss. Respect for their privacy is important. Make up your mind right then not to refer to the death as a “suicide” and move to contain the story until it has been verified
b. Direct the student who brings you the message not to repeat it to anyone. Explain that the information has not been verified. Even if it is correct, explain that it is important that the announcement comes from the principal in an appropriate and official manner. This will help to relieve undue distress.
c. Instruct the secretaries and others in the office not to repeat anything that has been said or to give out any information until you have verified the report. Say, “I need your help.

We must not allow news of this incident to get out of hand, and we must not use the word “suicide” in

d. any conversation. We must protect the privacy of the family. If this has occurred, the family has suffered a terrible loss. Our first concern must must be to do nothing that will be disturbing to the family.”
e. Emphasize the Right to Privacy: Your initial response should be designed to protect the privacy of the family. If a student commits suicide, the family has suffered a tragic loss. The problems of the family take precedence over the problems for the school. The privacy of the family must be honored. The school must not report anything that might be perceived as degrading by the family involved. Suicide is a taboo in our society. Some families will have great difficulty accepting the fact that their child committed suicide and may go to great lengths to cover the fact that the death was a suicide. If the school announces that a suicide occurred, the family may be offended.

The final determination of whether a death is suicide is often a complex legal matter, regardless of notes that may have been left or other evidence discovered after the death. A coroner may rule the death an accident, despite the fact that much of the evidence suggests suicide. Coroners and police investigators are aware that insurance Considerations and emotional stability in the family may be involved. An official statement from the school that a student committed suicide may evoke protest from the parents. The school should restrict the flow of any information that may be damaging to the parents or other children in the family.

B. Verify Death

Verify the fact that the reported death did occur. Do not refer to the death as a suicide. Do nothing until you are positive that the information received is accurate, but do everything you can to verify the facts of the case. Make the calls yourself. Call the police or coroner if necessary. Hospitals usually will not give out information. Do not call the home.

If the death is verified, notify the superintendent immediately. If you are unable to verify the death quickly, notify the superintendent of developments and get back with more information as soon as you verify it.

You must verify the fact that a death occurred. If a student is reported to have committed suicide (or to have died in an automobile accident for that matter), the death must be verified. Further, if the death was a suicide, the fact of the suicide also must be verified, and that information must be handled with great care.

Information about the death may come into the school from many sources; from a child who lives next door to the deceased, from a student who overheard his father who is a police officer talk about the incident at home, or in some other way. Depending on what time of day the death occurred or when the body was discovered, the incident may have been reported on the evening television news or in the morning paper.

However, the initial information gets to you, you must verify the facts of the matter. Calls to the local police station or coroner will be important to determine precisely what happened. Be certain to whom you are talking, identify yourself as principal of the school, and maintain a log of all communications.

C. Notify Superintendent (official contact person)

1. Make no statement to any reporter. Do not inform reporters that you verified the fact that a death occurred.

2. Direct all reporters and camera crews to leave the building. Point out that adopted school board policy prohibits news media people inside the building during the school day.

3. Inform reporters that information will be available only from the office of superintendent of schools.

4. Do not allow the reporter to interview any student or staff member in the school or on the school grounds.

Implicit in the above scenario are several decisions by the principal, which stem from policies in place before the crisis occurred. Thus, the principal was able to act decisively and without delay. These policies are discussed below.

5. Communicate: In the first few hours, communication from a single source is important. Refer all inquiries from outside the school to the superintendent of schools. One person from that office should serve as spokesperson for the district. Maintain close communication with that one person.

D. Announcing Death to Students and Staff - Share information with appropriate building staff

1. Inform teachers before school, or as soon as possible.

2. Call a brief staff meeting:
   a. Share baseline of information
   b. Discuss plan of action
   c. Support

3. Each building will have a plan for notifying the staff in the event of a suicide on the weekend or during vacation. (See emergency calling tree for South Elementary)

When a suicide is reported, hold a meeting of the faculty as soon as possible. If it has to wait until the end of the day, give notice of the meeting early. As soon as you know the facts about the suicide, prepare a brief written announcement to be distributed to teachers, which they can read to students simultaneously to students throughout the school.

4. Formal Statement: Prepare a formal statement to be read aloud to students over the public address system in the school. Do not try to extemporize. If you do not read the announcement, it should be read by the person who typically makes announcements. Do not state that the death was a suicide. Do not call an all-school assembly to make the announcement, because questions could be raised and discussion develop that might cause the situation to get out of control. The statement

to be read should say something like the following:

"We have just been informed that _____, a student in the _____ grade in this school, has died. The funeral arrangements have not been completed. As soon as we learn, we will let you know when the funeral will take place. Those of you who want to discuss your feelings about _____'s death may meet in Room _____, where you will receive further instruction."

E. Make counselors available to students and provide rooms for students to meet in small groups.

1. Counselors and nurse visit classrooms of the students to talk with students and answer questions.
2. Another counselor visits the classrooms of the siblings.
3. Establish a crisis room.
   a. Staffed at all times
   b. Teachers prepared to allow students access
4. Help students: Students must have an opportunity to express their confusion and grief in a safe, supportive environment. They must be reassured that they are in the company of caring professionals. The death of a classmate may leave survivors with feelings of abandonment and rejection. The tendency to blame, common after any death, is always evidence following a suicide.

Attempted suicides and completed suicides also increase after stories

about suicide appear in newspapers or on television. Imitation by adolescents is common, and teachers must be cautious about discussing suicide with any young person.

If you learn about the death late in the school day, do not allow the students or staff to leave the building without informing them about the death and offering help. Be prepared for the fact that students will stream into the halls after the announcement of a death crying or sobbing uncontrollably. Have a plan for students to meet with counselors and others to discuss the death.

Arrange meetings for students who may be deeply affected by the death. Meet in small groups. Do not allow peer counselors to conduct these meetings. Have a professional present in every room. Ask, “Are there any others who should be invited?” Encourage students to express their feelings. Recognize the various stages of bereavement and recovery; denial, anger, acceptance, and resolution. Help students work through these stages.

Avoid isolated discussions of suicide. Identify healthy coping strategies available to young people and emphasize the futility of suicide as an option. Do not dramatize the death, and do not dwell on the details of how the student took his or her life. Be as truthful as possible. Help students understand the importance of protecting the privacy of the family.

Teams should discuss staff and students who are at risk for reactions-i.e. those who may have experience recent personal loss-and determine a support system.

F. Contact Community Resources

Specify procedures for establishing contact with officials of local agencies, who may be called on for help. Designate a person who is responsible for initiating and maintaining contact with various community agencies.

Ask student personnel specialists from central office and others from the school and the community who are members of the School Crisis Network (for example, clergy, counselors, psychologists, social workers) to assist you and your staff in working with students and parents.

G. Hold faculty meeting after school (Day 1)

H. Funeral (Announce funeral arrangements when they become known)

I. Hold small group meetings for students (Day 2)

J. Follow-up Plan

1. Team should meet to determine if the following are needed:

a. Parent information session and how to meet students' concerns regarding the incident
b. Grief course
c. Grief groups for students

2. Team members may want to visit with the family several weeks later.

K. Do's and Don'ts Regarding Suicide
You must know what you are going to do before a suicide occurs.

Do not allow anyone to describe the suicide as a heroic act. Do not fly the school flag at half-mast. Do not observe a moment of silence in school. Do not have a memorial service at school or an "In Memoriam" page in the yearbook. Do not glorify the death in any way.

Decide, before you are asked, if you are willing to deliver a eulogy at the funeral. What you say at such a gathering can have great impact-in positive or negative ways. The death of a young person from any cause is saddening, death by suicide is tragic. Emphasize that there are other options than taking one's own life.

By the third day, try to get things back to normal. But be sensitive to the fact that certain students may have been profoundly affected by the death. These students need special help.

Vandalism/Burglary:

A. When an act of vandalism or a break-in has been discovered, the following plans should be followed:
1. Do not enter the building; go to the nearest phone and call the police - 911.

2. If you have entered the building and you find there has been a break-in, do not touch anything. Leave everything alone and call the police and wait for them to give you the orders to clean up or to make repairs.

3. Notify the head building custodian.

4. Notify the building principal/program supervisor.

5. Notify the Maintenance Supervisor.

6. Notify the St. Peter Police Department.

B. The custodial building head, working in conjunction with the maintenance department, should secure the building after the police or sheriff's office has completed their preliminary investigation and then should complete the

cleanup and repair the damage as necessary. The building principal should compile an inventory of damage or stolen items and additional information relative to damage or loss must be reported to the Business Office on the approval vandalism form (sample attached).

C. The maintenance supervisor should summarize the event and develop repair and replacement cost estimates relative to building damage. This report should be submitted to the Business Office no later than 48 hours following the event (excluding weekends and holidays).

District Office Information Police Case No._____

INDEPENDENT SCHOOL DISTRICT #508
VANDALISM/BREAK-IN REPORT

School: _____ Date of Report:_____
Time and Date Problem Discovered:_____
Time and Date Reported to Authorities:_____
(Use 911 only if emergency still exists)

Time and Date Reported to Supervisor:_____

PLEASE BE AS DESCRIPTIVE AS POSSIBLE

Type of Vandalism_____

_____

_____

Visible Damage_____

_____

_____

Items Known To Be Missing_____

_____

_____

Comments_____

Building Principal _____

Maintenance Supervisor_____

Rock Bend ALC

Elopement is defined as a student leaving an assigned area without permission from or knowledge of staff, often to escape and/or avoid a school-related situation or task. Along with the following general guidelines, individual plans are developed for students on an as-needed basis. Please contact the principal for additional information.

In the case of an elopement, Rockbend ALC will respond with the following procedure (or individual student plan on file).

Notifying office and staff:

* Notify office with name and last location.

* Office staff will notify all staff, "Code F.A.S.T. , (Student Name and Last Known Location)"

* When student is located, contact office and all staff will be notified, "F.A.S.T cancelled."

Staff Assignments:

***** F.A.S.T (Free/Available Staff Team) team: Student support services, administration, attendance secretary, all other available staff members.

* All staff will look in their classrooms, outside their windows and immediate hallway areas.

* The F.A.S.T. (Free/Available Staff Team) group should report to the office immediately, person designated as the "Main Contact" will form 3 search groups.

* Group 1 - will search 3rd floor restrooms, work areas, hallways, and unoccupied classrooms.

* Group 2 - will search 2nd floor restrooms, workrooms, nurse's office, and hallways, and unoccupied classrooms.

* Group 3 - will search 1st floor restrooms, gym/stage areas, and cafeteria

* Group 4 - will search outside perimeter of the building

* Any staff member that locates student should communicate with the main contact person immediately.

Who/when to notify police and parent(s):

*Principal is responsible for police and parent notification.

* In the event that the student is unaccounted for and his/her location is still unknown after F.A.S.T search, police liaison/police station should be called and parents notified at that time.

* In the event that the student has eloped and it is known that the student is outside the school building, police liaison/police station should be called IMMEDIATELY and parents notified at that time.

* Parental notification of ANY wandering incident is required, including incidents where the student may have wandered within the building and will be done by the principal or his/her designee.

ADDENDUM

Regular Board Meeting
Wednesday, August 20, 2025
SPCC-Governor's Room
5:00PM

VII. ACTION ITEMS

5. AGENDA ITEM #5

Subject: Consider Approval of Adult Meal and Second Entrée Prices for 2025-2026

Action: Requires a Motion

Background: Each year, the Federal Government and MDE provide direction to school districts participating in the school breakfast and lunch programs regarding meal pricing. The Minnesota Legislature has taken action to provide one free breakfast and one free lunch to each student in Minnesota. Based on Federal and MDE guidance, it is recommended that we adjust some of our Adult Meal and Second Entrée Prices for the 2025-2026 school year. A memo providing the specific recommendation for these changes is included in your packet.

Presentation: Business Manager, Megan Gracia

Options/Recommendation: I recommend your approval of Adult Meal and Second Entrée Prices for 2025-2026 to be set at the current rate and give the district the authority to set at MDE's minimum when the information becomes available.

TO: Superintendent Jon Graff
School Board Members

FROM: Megan Gracia, Business Manager

DATE: August 8th, 2025

RE: FY26 Adult Meal and Second Entrée Prices - revised

Adult Meal Prices

Each year, the school district is required to establish breakfast and lunch prices for adults. MDE determines a required minimum price each year that the district must meet or exceed. Their calculation is based on state and federal reimbursement rates as well as the national average per meal value from the USDA. At this time, the required minimum meal rate has not been released. We ask that you approve the continued use of the FY25 adult meal price until we receive notification of the revised FY26 rate. Since it is a required minimum rate, we are requesting that the board preemptively approve the new 25-26 adult meal price rate whenever it's released by MDE.

	FY24 SPPS Rates	FY25 SPPS Rates	FY26 Preliminary SPPS Rates
Breakfast	$2.35	$2.40	$2.40
Lunch	$4.95	$5.00	$5.00

As a reminder, because of the MN Free School Meals Program that has been implemented, all students will receive their first breakfast and lunch free of charge. However, if a student purchases a second full breakfast or lunch, the district is required to charge them at the adult meal prices listed above.

Second Entrée Prices

Annually, the school district must evaluate the prices charged to students for a second entrée to ensure that the cost of these purchases is entirely borne by the student and not subsidized with state or federal funding. (Unlike the rates above, these entrée rates are if the student only receives one or two items and not a full meal.) It was the recommendation of Emily Craig, the Food Service Director, to keep second entrée prices the same from FY25 to FY26, believing they are an appropriate price to charge relative to expenses; we are in agreement with that assessment. Below are the rates that we will continue to charge for a second entrée in FY26.

	FY23 Rates	FY24 Rates	FY25 Rates	FY26 Rates
Breakfast (2nd Entrée)	$1.00	$1.50	$1.50	$1.50
Lunch (2nd Entrée)	$1.50	$2.00	$2.00	$2.00

Milk Prices

Lastly, we are recommending that milk prices remain the same from FY25 to FY26. The District's cost for milk has remained relatively stable and we feel that last year's increase was sufficient so as not to require another increase in FY26. Note: If a child brings in a cold lunch and receives just a milk from the District, per MDE, we are required to charge them for that milk since they are not getting a full, reimbursable meal.

	FY24 Rates	FY25 Rates	FY26 Rates
Milk	$0.35	$0.40	$0.40

ADDENDUM

REGULAR BOARD MEETING
Wednesday, August 20, 2025
SPCC-Governor's Room
5:00 PM

VII. ACTION ITEMS

6. AGENDA ITEM #6

Subject: Consider Approval of Behavior and Reading Support Assistants Individual Contracts

Action: Requires a Motion

Background: Ytive Prafke finalized the individual Contracts for our Behavior and Reading Support Assistants. These positions are supported financially through MDE's ADSIS program. This is the first year the district has participated in the ADSIS program. We recommend that you approve the following:

- The 2025-2026 Behavior Support Assistant Contract
- The 2025-2026 Reading Support Assistant Contract

Presentation: Superintendent of Schools, Jon Graff
Human Resources Coordinator, Ytive Prafke

Options/Recommendation: I recommend that you approve the proposed contracts in a single motion. Alternatively, you could consider each item separately.

SAINT PETER PUBLIC SCHOOLS

Agreement

with

BEHAVIOR SUPPORT ASSISTANT

2025 - 2026

Behavior Support Assistant
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AGREEMENT WITH THE BEHAVIOR SUPPORT ASSISTANT 2025-2026

The School Board shall determine the terms and conditions of employment for the position of Behavior Support Assistant.

HOURS AND DUTY DAYS

1. The Behavior Support Assistant is an hourly employee. The work year shall consist of 174, 6.75 hour days during the regular school year.

SPECIAL LEAVES

1. Leave of absence, without pay, for personal reasons may be approved by the Special Programs Administrator.

PAID HOLIDAYS

1. Holidays: The following days are recognized as holidays with regular pay if the Behavior Support Assistant is working during the period the holiday occurs:

   Thanksgiving Day
   Christmas Day
   Good Friday
   Memorial Day

   If a major holiday falls on a Saturday, Friday would be considered the holiday and if the major holiday falls on Sunday, Monday would be considered the holiday. Less than full-time employees shall receive holiday pay on a prorated basis.

SICK LEAVE

1. Sick leave, with pay, shall be allowed by the School District whenever the employee's absence is due to any type of illness, including illness or disability caused or contributed to by pregnancy or childbirth, which has prevented the attendance at work and performance of duties on that day or days.

2. The Behavior Support Assistant shall earn one day (6.75 hours) of sick leave per month. Any fraction of the Behavior Support Assistant's workday will be rounded up to the next higher whole day if more than a half day, and rounded down if less than half a workday. The Behavior Support Assistant, who uses more than his/her allowable sick leave, including any accumulated sick leave that may have accrued, shall have a deduction from pay for an excess sick leave taken that has not been earned. Unused sick leave hours may accumulate to a maximum one thousand two hundred (1,200) hours of sick leave for the Behavior Support Assistant.

3. The superintendent or designee may require an employee to furnish a medical certificate from the school health officer or from a qualified physician as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay. However, the final determination as to the eligibility of an employee for sick leave is reserved to the School Board.

4. In the event that a medical certificate will be required, the employee will be so advised.
5. Sick leave allowed shall be deducted from the accrued sick leave days.
6. An employee may use sick leave to cover absences necessitated by the illness or disability of the employee's family member including their adult child, spouse, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent or stepparent. Sick leave for family members can be used on the same terms for which an employee is able to use sick leave for their own needs.

7. Sick leave pay shall be approved only upon submission of a signed request upon the authorized sick leave form available at the administrator's office and the district office.

8. Any personnel unable to perform duties of employment because of pregnancy or any medical complications of pregnancy, childbirth, or recovery therefrom, may begin leave upon certification from the attending physician that the person is unable to perform such duties, or upon agreement by said personnel and the Special Programs Administrator that leave should be commenced, and the personnel shall be entitled to sick leave without loss of pay to the extent provided by the above. Leave in excess of unused sick leave credit of such personnel shall be treated as a leave of absence without pay during the period such personnel is unable to work due to the pregnancy or any medical complication of pregnancy, childbirth, or recovery therefrom.

EARNED SAFE AND SICK TIME (ESST)

1. The Behavior Support Assistant shall earn, use, and accumulate 48 hours of ESST in conformance with the School District's Employment Policies and Minnesota Statutes. ESST may accumulate to a maximum of 80 hours.

CHILD CARE LEAVE

1. Use: A child care leave may be granted by the School District, subject to the provisions of this section, to an employee-parent following the birth and first year care of a child , adoption or foster placement of a child, provided such employee-parent is caring for the child on a full-time basis.

2. Request: An employee making an application for child care leave shall inform the Superintendent in writing of the request to take the leave at least three (3) calendar months before commencement of the intended leave.

3. Medical Statement: An employee may be asked to provide, at the time of the leave application, a statement from the attending physician indicating the expected date of delivery.

4. Date of Leave: The School District may adjust the proposed beginning or ending date of a child care leave so that the dates of the leave coincide with some natural break in the school year – i.e., winter vacation, spring vacation, semester or quarter break, end of a grading period, end of the school year, or the like. The availability of a substitute may also be considered by the School Board in the granting of a child care leave or its duration.

5. Duration: In making a determination concerning the commencement and duration of a child care leave, the School Board shall not, in any event, be required to:
   (1.) grant any leave more than twelve (12) months in duration;
   (2.) permit the employee to return to employment prior to the date designated in the request for child care leave.

6. Reinstatement: An employee returning from child care leave shall be reinstated in a position the employee is qualified unless previously discharged or laid off.

7. Failure to Return: Failure of the employee to return by the date determined under this section shall constitute grounds for termination unless the School Board and the employee mutually agree in writing to an extension in the leave.

8. Group Insurance: An employee on child care leave, is eligible to participate in group insurance programs as governed by the Family & Medical Leave Act. The employee may continue health insurance coverage beyond the Family & Medical Leave Act at their own expense while on child care leave. The right to continue participation in such group insurance programs, however, will terminate if the employee does not return to the School District pursuant to this section.

9. Use of Sick Leave While on Child Care Leave: An employee on child care leave may use earned sick leave accrued for the period of time under the Family Medical Leave Act.

10. Salary and Fringe Benefits: Leave under this section beyond the use of accrued sick/personal leave, shall be without pay.

PERSONAL LEAVE

1. The Behavior Support Assistant shall be granted two (2) personal days. Request for a personal leave must be made in writing two days in advance of the absence to the supervising Principal. All leaves must have prior approval.

LIFE INSURANCE

1. The School District shall contribute a sum equal to the premium for a $50,000 group life insurance policy for each school-year paraprofessional employee of the School District for the term of this contract.

WORKERS' COMPENSATION

1. Upon request of an employee who is absent from work as a result of a compensable injury, while working for the School District, the School District will pay the difference between the compensation received pursuant to the Workers' Compensation Act by the employee and the employee's regular rate of pay to the extension of the employee's earned accrual of sick leave and/or vacation pay. This paragraph may be effectuated on the delivery of the School District to the employee of a paycheck for said employee's regular rate of pay during the affected period when and after the employee endorses to the district the employee's

workers' compensation check or has said amount of workers' compensation check deducted from gross wages on paycheck.

2. Workers' compensation benefits shall not be granted to persons for injuries received while employed by any individual or firm other than the School District.

JURY DUTY

1. When the Behavior Support Assistant is called for jury duty, the Behavior Support Assistant shall submit an absentee card to the Special Programs Administrator indicating the dates served and the amount of the daily compensation which he/she received from the county as juror. This amount will be deducted from the Behavior Support Assistant's wages along with the applicable PERA deduction. This exempts jury duty pay from Social Security, Medicare, PERA and makes it the Behavior Support Assistant's responsibility to report it as miscellaneous income on his/her 1040. Any mileage reimbursement or meal allowance may be retained by the Behavior Support Assistant

2. If the Behavior Support Assistant is summoned or subpoenaed to provide testimony or information to any agency, commission, board, legislative committee, arbitrator, or court, during the regular workday, he/she shall be provided leave with pay for each day or part thereof which the Behavior Support Assistant is required to be absent. The Behavior Support Assistant shall reimburse the School District that compensation, except for mileage reimbursement and meal allowance, which he/she receives for providing such testimony.

EMERGENCY OR SCHOOL CLOSINGS

1. On days when school has been called off prior to the start of the day and when the day will be made up at a future date, the Behavior Support Assistant is not required to work. The Behavior Support Assistant will work on the "make up" day designated by the School District.

2. On days when school has been called off prior to the start of the day and when the day is identified as a "Flexible Learning Day", the Behavior Support Assistant is not required to work. The Behavior Support Assistant will receive pay for the first two school closings. For additional days, the Behavior Support Assistant shall be allowed

to use personal leave or make up the hours with an agreed upon schedule set by the Supervising Principal.

3. On days when school begins late , the Behavior Support Assistant shall report to work accordingly. (i.e. with a two hour late start, the employee would report two hours later than usual)

4. On days when school is dismissed early, the Behavior Support Assistant shall be dismissed at the same time as other staff.

MILEAGE

1. Employees required to use their own automobiles in the performance of their duties shall be reimbursed at the rate established by the Internal Revenue Service, except for travel to and from work. All mileage claims are required to have the pre-approval of the supervising Principal.

SALARY PAYMENT

1. Wages shall be paid twice monthly (15th and last day of month) and all paychecks shall be deposited directly into bank account(s) designated by the Behavior Support Assistant

SALARY SCHEDULE

2025-2026
$25.95/hour

_____ _____
Behavior Support Assistant Date

_____ _____
Chairperson of the School Board Date

_____ _____
Clerk of the School Board Date

SAINT PETER PUBLIC SCHOOLS

Agreement

with

READING SUPPORT ASSISTANT

2025 - 2026

Reading Support Assistant
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AGREEMENT WITH THE READING SUPPORT ASSISTANT 2025-2026

The School Board shall determine the terms and conditions of employment for the position of Reading Support Assistant.

HOURS AND DUTY DAYS

1. The Reading Support Assistant is an hourly employee. The work year shall consist of 174, 6.75 hour days during the regular school year.

SPECIAL LEAVES

1. Leave of absence, without pay, for personal reasons may be approved by the Special Programs Administrator.

PAID HOLIDAYS

1. Holidays: The following days are recognized as holidays with regular pay if the Reading Support Assistant is working during the period the holiday occurs:

   Thanksgiving Day
   Christmas Day
   Good Friday
   Memorial Day

   If a major holiday falls on a Saturday, Friday would be considered the holiday and if the major holiday falls on Sunday, Monday would be considered the holiday. Less than full-time employees shall receive holiday pay on a prorated basis.

SICK LEAVE

1. Sick leave, with pay, shall be allowed by the School District whenever the employee's absence is due to any type of illness, including illness or disability caused or contributed to by pregnancy or childbirth, which has prevented the attendance at work and performance of duties on that day or days.

2. The Reading Support Assistant shall earn one day (6.75 hours) of sick leave per month. Any fraction of the Reading Support Assistant's workday will be rounded up to the next higher whole day if more than a half day, and rounded down if less than half a workday. The Reading Support Assistant, who uses more than his/her allowable sick leave, including any accumulated sick leave that may have accrued, shall have a deduction from pay for an excess sick leave taken that has not been earned. Unused sick leave hours may accumulate to a maximum one thousand two hundred (1,200) hours of sick leave for the Reading Support Assistant.

3. The superintendent or designee may require an employee to furnish a medical certificate from the school health officer or from a qualified physician as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay. However, the final determination as to the eligibility of an employee for sick leave is reserved to the School Board.

4. In the event that a medical certificate will be required, the employee will be so advised.
5. Sick leave allowed shall be deducted from the accrued sick leave days.
6. An employee may use sick leave to cover absences necessitated by the illness or disability of the employee's family member including their adult child, spouse, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent or stepparent. Sick leave for family members can be used on the same terms for which an employee is able to use sick leave for their own needs.

7. Sick leave pay shall be approved only upon submission of a signed request upon the authorized sick leave form available at the administrator's office and the district office.

8. Any personnel unable to perform duties of employment because of pregnancy or any medical complications of pregnancy, childbirth, or recovery therefrom, may begin leave upon certification from the attending physician that the person is unable to perform such duties, or upon agreement by said personnel and the Special Programs Administrator that leave should be commenced, and the personnel shall be entitled to sick leave without loss of pay to the extent provided by the above. Leave in excess of unused sick leave credit of such personnel shall be treated as a leave of absence without pay during the period such personnel is unable to work due to the pregnancy or any medical complication of pregnancy, childbirth, or recovery therefrom.

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6. Reinstatement: An employee returning from child care leave shall be reinstated in a position the employee is qualified unless previously discharged or laid off.

7. Failure to Return: Failure of the employee to return by the date determined under this section shall constitute grounds for termination unless the School Board and the employee mutually agree in writing to an extension in the leave.

8. Group Insurance: An employee on child care leave, is eligible to participate in group insurance programs as governed by the Family & Medical Leave Act. The employee may continue health insurance coverage beyond the Family & Medical Leave Act at their own expense while on child care leave. The right to continue participation in such group insurance programs, however, will terminate if the employee does not return to the School District pursuant to this section.

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2. If the Reading Support Assistant is summoned or subpoenaed to provide testimony or information to any agency, commission, board, legislative committee, arbitrator, or court, during the regular workday, he/she shall be provided leave with pay for each day or part thereof which the Reading Support Assistant is required to be absent. The Reading Support Assistant shall reimburse the School District that compensation, except for mileage reimbursement and meal allowance, which he/she receives for providing such testimony.

EMERGENCY OR SCHOOL CLOSINGS

1. On days when school has been called off prior to the start of the day and when the day will be made up at a future date, the Reading Support Assistant is not required to work. The Reading Support Assistant will work on the "make up" day designated by the School District.

2. On days when school has been called off prior to the start of the day and when the day is identified as a "Flexible Learning Day", the Reading Support Assistant is not required to work. The Reading Support Assistant will receive pay for the first two school closings. For additional days, the Reading Support Assistant shall be allowed

to use personal leave or make up the hours with an agreed upon schedule set by the Supervising Principal.

3. On days when school begins late , the Reading Support Assistant shall report to work accordingly. (i.e. with a two hour late start, the employee would report two hours later than usual)

4. On days when school is dismissed early, the Reading Support Assistant shall be dismissed at the same time as other staff.

MILEAGE

1. Employees required to use their own automobiles in the performance of their duties shall be reimbursed at the rate established by the Internal Revenue Service, except for travel to and from work. All mileage claims are required to have the pre-approval of the supervising Principal.

SALARY PAYMENT

1. Wages shall be paid twice monthly (15th and last day of month) and all paychecks shall be deposited directly into bank account(s) designated by the Reading Support Assistant.

SALARY SCHEDULE

2025-2026
$25.95/hour

_____ _____
Reading Support Assistant Date

_____ _____
Chairperson of the School Board Date

_____ _____
Clerk of the School Board Date

ADDENDUM

REGULAR BOARD MEETING
Wednesday, August 16, 2025
SPCC-Governor's Room
5:00 PM

VII. ACTION ITEMS

7. AGENDA ITEM #7

Subject: Consider the Approval of a Resolution for the MSBA Legislative Platform

Action: Requires a Motion

Background: MSBA Member School Boards are encouraged to propose resolutions to the Delegate Assembly for legislative sessions. Resolutions are the first step in developing the MSBA's official positions on important education issues. A resolution will be presented for approval.

Presentation: Board Member, Bill Kautt

Options/Recommendation:



Proposed Resolution Submission

* 1. Full Name of School District

St. Peter Public Schools

* 2. Full name of individual submitting for the school board

Bill Kautt

* 3. Title/Position of individual submitting for the school board

Treasurer

* 4. Phone number

[redacted]

* 5. Email address

[redacted]

* 6. Please provide the date on which the authoring school board approved submission of this resolultion.

Date

Date

07/16/2025

* 7. BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO (please clearly and concisely state the action you would like the legislature to take):

fund all students involved in pre-kindergarten programs at the ratio of the number of hours of instruction to 850 times 1.0but not more than 0.6 pupil units per student.

* 8. DESCRIBE THE PROBLEM:

M.S. 179A.03 and Minnesota school districts are required to provide salaries comparable to salaries in K-12 programs, then, all these students should be considered students for the purposes of computing pupil units in M.S. 126C.05.

* 9. EXPLAIN WHY THIS IS A PROBLEM:

Because these students are not considered when computing pupil units, these programs are woefully underfunded, and the School District must transfer money from its general fund into the appropriate fund to pay for their expenses.

* 10. PROVIDE SUPPORTING DOCUMENTATION

Choose File No file chosen

Done

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BE IT RESOLVED, THAT MSBA URGES THE LEGISATURE TO FUND ALL STUDENTS INVOLVED IN PRE-KINDERGARTEN PROGRAMS AT THE RATIO OF THE NUMBER OF HOURS OF INSTRUCTION TO 850 TIMES 1.0, BUT NOT MORE THAN 0.6 PUPIL UNITS PER STUDENT.

RATIONALE

Minnesota Statute 142D.08, Subd. 2, (5) states: *"(5) provide voluntary prekindergarten instructional staff salaries comparable to the salaries of local kindergarten through grade 12 instructional staff;"*

Minnesota Statute 179A.03, Subd. 18, (3) states: *"(3) in a position creating and delivering instruction to children in a preschool, school readiness, school readiness plus, or prekindergarten program or other school district or charter school-based early education program, except that employees in a bargaining unit certified before January 1, 2023, may remain in a bargaining unit that does not include teachers unless an exclusive representative files a petition for a unit clarification on the status of a preschool, school readiness, school readiness plus, or prekindergarten program or other school district or charter school-based early education program position."*

If statute is going to require persons delivering instruction in these programs to be considered as teachers for purposes of M.S. 179A.03 and Minnesota School Districts are required to provide salaries comparable to salaries in K-12 programs, then, all these students should be considered students for the purposes of computing pupil units in M.S. 126C.05.

BACKGROUND

For fiscal year 24, our expenditures were $554,598 while our revenues were only $326,890 causing the school district to use $227,707 from its general fund to make up for the deficit. The table below shows the value of these programs as every general education student in the school readiness program was found to be at or above level on the Kindergarten Entrance Checklist while the percentages for students not involved in this program ranged from 77 to 89 in the four areas.

Early Childhood Data

2023-2024 Fall Data-word skills, number skills, fine motor, and social and emotional skills **at or above level** on the Kindergarten Entrance Checklist.

Number of Students in the Data Collection: 135

Overall

Area	General Education Percent of Students At or Above Level	Special Education Percent of Students At or Above Level
SOCIAL EMOTIONAL SKILLS	86	68
WORD SKILLS.	92	60
NUMBER SKILLS.	94	76
FINE MOTOR SKILLS	83	72

Students Who Attended St. Peter School Readiness

Area	General Education Percent of Students At or Above Level	Special Education Percent of Students At or Above Level
SOCIAL EMOTIONAL SKILLS	100	68
WORD SKILLS.	100	60
NUMBER SKILLS.	100	76
FINE MOTOR SKILLS	100	72

Students Who DID NOT Attend St. Peter School Readiness or DID NOT Attend Preschool

Area of	Percent of Students At or Above Level
SOCIAL EMOTIONAL SKILLS	77
WORD SKILLS.	86
NUMBER SKILLS.	89
FINE MOTOR SKILLS	77

Q

ADDENDUM

Regular Board Meeting
Wednesday, August 20, 2025
SPCC-Governor's Room
5:00PM

VII. ACTION ITEMS

8. AGENDA ITEM #8

Subject: Consider Policies for Approval with a Single Reading

Action: Requires a Motion

Background: Recent legislative changes have led to minor changes in the following policies. They are being brought forward for approval with a single reading.

Policy 414: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
- Updates to legal reference

Policy 501: School Weapons Policy
- Updates to definitions and reporting procedures

Policy 503: Student Attendance
- Updates to procedure for applying for an excused absence

Policy 516.5: Overdose Medication
- Legislative change impacts who is allowed to administer overdose medication.
- Policy Committee elected to not adopt this provision effectively resulting in no change to current policy

Policy 524: Internet Technology and Cell Phone Acceptable Use and Safety
- Update to legal reference

Policy 602: Organization of School Calendar and School Day
- Update to legal reference

Policy 707: Transportation of Public School Students
- Minor updates to language referring to students with disabilities

Policy 709: Student Transportation Safety

- Elimination of deadlines for active transportation safety training

Policy 802: Disposition of Obsolete Equipment and Material

- Updates include the addition of a section detailing a district's ability to dispose of school books.

These policies were reviewed by the Policy Committee at their August 11th meeting and the committee recommends their approval.

Presentation: Superintendent of Schools, Jon Graff
Policy Review Committee

Options/Recommendation: I recommend your approval of Policies 414, 501, 516.5, 524, 602, 707, 709, and 802 with a single reading.

Adopted: June 2022

Revised: ~~February 2023~~August 2025

Policy 414
Orig. 1995
Rev. 2025

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 (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm under Minnesota Statutes, section 260E.03, subdivision 5, or a similar law of another jurisdiction; (2) been found to be palpably unfit under Minnesota Statutes, section 260C.301, subdivision 1, paragraph (b), clause 3, or a similar law of another jurisdiction; (3) committed an act that resulted in an involuntary termination of parental rights under Minnesota Statutes, section 260C.301, or a similar law of another jurisdiction; or (4) or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative or parent under Minnesota Statutes, section 260C.515, subdivision 4, or a similar law of another jurisdiction.
~~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.301 (Termination of Parental Rights)
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)

Adopted: March 2021

Revised: August 2025

Policy 501
Orig. 1995
Rev. 20~~14~~25

501 SCHOOL WEAPONS POLICY

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITIONS

A. "Dangerous Weapon" means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, "flammable liquid" means any liquid having a flash point below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit.

B. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

B. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

D. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm

and/or intimidate and such use will be treated as the possession and use of a weapon.

IV. EXCEPTIONS

A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.

B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:

1. active licensed peace officers;

2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;

3. persons authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;

4. persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045;

   a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."

   b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with §§ 624.714 and 624.715.

5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;

6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;

7. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or

8. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use, or distribution of weapons by students or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the "lawful" carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minn. Stat. § 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder's vehicle shall constitute a violation of this policy.

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/ DISTRIBUTION

A. The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using, or distributing weapons shall include:

1. immediate out-of-school suspension;

2. confiscation of the weapon;

3. immediate notification of police;

4. parent or guardian notification; and

5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. Administrative Discretion

While the school district does not allow the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.

2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

B. Other Nonstudents

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.

2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

VII. REPORTS OF DANGEROUS WEAPON AND ACTIVE SHOOTER INCIDENTS IN SCHOOL ZONES

A. The school district must electronically report to the Minnesota Commissioner of the Minnesota Department of Education ("Commissioner") incidents involving the use or possession of a dangerous weapon in school zones, as required under Minnesota Statutes, section 121A.06.

B. The school district must electronically file an after-action review report for active shooter incidents and active shooter threats to the Minnesota Fusion Center as required under Minnesota Statutes, section 121A.06.

1. "Active shooter incident" means an event involving an armed individual or individuals on campus or an armed assailant in the immediate vicinity of the school.

2. "Active shooter threat" means a real or perceived threat that an active shooter incident will occur.

Legal References:
Minn. Stat. § 97B.045 (Transportation of Firearms)
Minn. Stat. § 121A.05 (Referral to Police)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)
Minn. Stat. § 609.605 (Trespass)
Minn. Stat. § 609.66 (Dangerous Weapons)
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. § 921 (Definition of Firearm)
In re C.R.M. 611 N.W.2d 802 (Minn. 2000)

Cross References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

Adopted: September 2022

Revised:~~December 2024~~August 2025

Policy 503
Orig. 1995
Rev. 2024~~5~~

503 STUDENT ATTENDANCE

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or

guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes, section 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval.

1. Excused Absences

a. A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to ~~any member of the board,~~ a truant officer~~,~~ or the school official designated by the ~~a~~ principal~~, or the superintendent~~. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.

~~[NOTE: This paragraph quotes Minnesota Statutes, section 120A.22.]~~
[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 120A.22 as indicated above.]

b. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school.

c. The board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.

d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

(1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:

(a) Child illness, medical, dental, or orthodontic treatment, or a counseling appointments; including appointments conducted through telehealth.;

(b) Family emergencies;

(c) The death or serious illness or funeral of an immediate family member;

(d) Active duty in any military branch of the United States;

(e) The child has a condition that requires ongoing treatment for a mental health diagnosis; or

(f) Court appearances occasioned by family or personal action.

(g) Physical emergency conditions such as fire, flood, storm, etc.

(h) Official school field trip or other school-sponsored outing.

(i) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.

Other exemptions included in this attendance policy:

(i) Family vacations with prior Principal approval

(ii) Personal trips to schools or colleges with prior Principal approval

(iii) The Building Principal can make exceptions for unexcused circumstances.

(2). that the child has already completed state and district standards required for graduation from high school; or

(3). that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

[NOTE: Subparagraph 3 above incorporates the 2024 amendment to Minnesota Statutes, section 120A.22, subdivision 12.]

[Note: In 2024, the Minnesota legislature amended Minnesota Statutes, section 120A.22, subdivision 12. The legitimate exceptions set forth above quote this statute. Minnesota law provides that a school board may include other exemptions in the school district's attendance policy. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]

c. <u>Consequences of Excused Absences</u>

(1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

(2) Work missed because of absence must be made up as

indicated in each School's handbook. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

(1) Truancy. An absence by a student which was not approved by the parent and/or the school district.

(2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.

(3) Work at home.

(4) Work at a business, except under a school-sponsored work release program.

(5) Any other absence not included under the attendance procedures set out in this policy.

(6) The building Principal can make exceptions for unusual situations.

b. Consequences of Unexcused Absences

(1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

(2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.

(3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

a. Students tardy at the start of school must report to the school office for an admission slip.

b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

a. Illness.

b. Serious illness in the student's immediate family.

c. A death or funeral in the student's immediate family or of a close friend or relative.

d. Medical, dental, orthodontic, or mental health treatment.

e. Court appearances occasioned by family or personal action.

f. Physical emergency conditions such as fire, flood, storm, etc.

g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

b. Parents/guardians of students with excessive tardiness will be notified and an individual behavior plan will be developed with the student support team. Failure to meet these plans may result in disciplinary action

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.

2. In order to participate in co-curricular activities, students must be in attendance at school the full day of the event/practice unless excused by a doctor's note. Individuals with unexcused absences on the day of the event/practice may not participate.

3. School-initiated absences will be accepted and participation permitted.

4. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.

5. If a student is suspended from any class, he or she may not participate in any activity or program that day.

6. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodations should be directed to the building principal.

IV. DISSEMINATION OF POLICY

Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

V. REQUIRED REPORTING

A. Continuing Truant

Minnesota Statutes, section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes, section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes, section 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or

2. Three or more class periods in three days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;

2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;

3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;

4. That this notification serves as the notification required by Minn. Stat. § 120A.34;

5. That alternative educational programs and services may be available in the child's enrolling or resident district;

6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;

7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;

8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and

9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

[Note: When services and procedures under Minn. Stat. Ch. 260A are available within the school district, the following provisions should also be included in the policy.]

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on

seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.

2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

Legal References: Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565, 95 S.Ct. 729 (1975)
Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Board of Education, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)

Adopted: August 2023

Revised: *August 2025*

Policy 516.5
Orig. 2023
Rev:2023~~3~~5

516.5 OVERDOSE MEDICATION

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)[1], and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

II. GENERAL STATEMENT OF POLICY

The school board authorizes school administration to obtain and possess opioid overdose reversal medication, such as Naloxone, to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

III. DEFINITIONS

A. **"Drug-related overdose"** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.

B. **"Naloxone Coordinator"** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district's Naloxone Coordinator is [insert title of staff person appointed as coordinator].

C. **"Opiate"** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.

D. **"Opiate Antagonist"** means naloxone hydrochloride ("Naloxone") or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.

E. **"Standing Order"** means directions from the school district's medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications

[1] Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the internasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intermuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."

to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:

1. Administration type

2. Dosage

3. Date of issuance

4. Signature of the authorized provider

IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

A. The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.

[Note: The Minnesota Department of Education offered guidance regarding the meaning of "school site." If a school site includes multiple buildings, the two-dose requirement applies to buildings used for instruction. It does not apply to administrative buildings, facility buildings, ice arenas, and similar buildings not used for instruction.]

B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.

C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.

D. School District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a school district-wide collaborative planning and implementation team ("School District Planning Team") who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

1. The School District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.

2. The School District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.

3. The School District Planning Team will develop school district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school

district board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:

a. Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;

b. Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;

c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and

d. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.

4. The School District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

E. Site Planning Teams

1. In consultation with the School District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.

2. The Site Planning Team will be responsible for the coordination and implementation of this policy, school district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and school district wide procedures and guidelines.

F. School District Staff

School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

G. ~~The school district allows a student in grades 9 through 12 to possess and administer an opiate antagonist to another high school student. The protections of Minnesota Statutes, section 604A.04 apply to the possession and administration of opiate antagonists according to Minnesota Statutes, section 121A.224.~~

[NOTE: The 2025 Minnesota legislature enacted paragraph G. This provision is optional: school districts are not required to adopt paragraph G.]

V. NALOXONE STORAGE

A. The Site Planning Team will select numerous Naloxone storage locations within the school site and outside the school site when activities are conducted off school grounds

(i.e., transportation services, field trips, etc*.).*

B. The selected storage locations of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the School District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.

C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

VI. Privacy Protections

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

Legal References:
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.224 (Opiate Antagonists)
Minn. Stat. § 144.344 (Emergency Treatment)
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances)

Minn. Stat. § 604A.01 (Good Samaritan Law)
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Cross Reference:
Policy 516 (Student Medication)
Minnesota Department of Health Toolkit on the Administration of Naloxone

Adopted: July 2022 *Policy 524*

Orig. 1996

Revised: ~~December 2024~~August 2025 *Rev. 202~~4~~5*

524 INTERNET, TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:

a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;

b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory,

threatening, disrespectful, or sexually explicit language;

c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;

d. information or materials that could cause damage or danger of disruption to the educational process;

e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.

4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.

6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

   a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

   b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

      (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with 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," "TikTok," "Reddit," and similar websites or applications.

7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.

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. 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. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school

district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes 125B.15 as follows: "A school district ~~receiving technology revenue under section 125B.26~~ must prohibit, including through use of available software filtering technology or other effective methods, adult access to material that under federal or state law is reasonably believed to be obscene or child pornography."]

A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;

2. Child pornography; or

3. Harmful to minors.

B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.

B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.

C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

D. Parents may have the right at any time to investigate or review the contents of their child's files and email files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.

E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).

F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.

B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.

C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

A. All users shall be notified of the school district policies relating to Internet use.

B. This notification shall include the following:

1. Notification that Internet use is subject to compliance with school district policies.

2. Disclaimers limiting the school district's liability relative to:

   a. Information stored on school district diskettes, hard drives, or servers.

   b. Information retrieved through school district computers, networks, or online resources.

   c. Personal property used to access school district computers, networks, or online resources.

   d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.

3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.

4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.

6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.

8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.

B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:

1. A copy of the user notification form provided to the student user.

2. A description of parent/guardian responsibilities.

3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.

4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.

5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

A. "Technology provider" means a person who:

1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and

2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;

2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and

3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:

1. the technology provider's employees or contractors have access to educational data only if authorized; and

2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.

F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

A. "School-issued device" means hardware or software that the school district, acting

independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.

B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:

1. any location-tracking feature of a school-issued device;

2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or

3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:

1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;

2. the activity is permitted under a judicial warrant;

3. the school district is notified or becomes aware that the device is missing or stolen;

4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;

5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or

6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. CELL PHONE USE

The school board directs the superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria and will be incorporated into the student handbook for each building in the district.

XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use

screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVII. IMPLEMENTATION; POLICY REVIEW

A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.

B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.

C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.

D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180 , 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 1942003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References:
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 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
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)

Adopted: Orig. 1995

Revised: ~~February~~ August 2025

Policy 602
Orig. 1995
Rev. 2024~~4~~5

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

[NOTE: The annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. If a voluntary prekindergarten program is offered by the school district, a prekindergarten student must receive at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the Minnesota Commissioner of the Minnesota Department of Education under Minnesota Statutes, section 124D.126. A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to Section V., below.]

B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.

1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of $400,000 or more affecting a school district school facility.

2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minnesota Statutes, section 123A.30, 123A.32, or 123A.35 with a school district that qualifies under Section III.B.1.

3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.

[NOTE: The 2025 Minnesota legislature enacted the following:

Notwithstanding Minnesota Statutes, section 120A.40, paragraph (a), or other law to the contrary, for the 2026-2027 and 2027-2028 school years only, a school board may vote to begin the school year on September 1 or later. Nothing in this section limits a district's authority to begin the school year on any day before Labor Day under section 120A.40, paragraph (b).]

C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.

C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

A. An "e-learning day" is a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather.

B. A school district may designate up to five e-learning days in one school year.

C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.

D. A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.

E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.

F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.

G. On an e-learning day, each student's teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

H. When the school district declares an e-learning day, it must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

Legal References: Minn. Stat. § 10.55 (Juneteenth)
Minn. Stat. § 120A.40 (School Calendar)

Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)
Minn. Stat. § 645.44 (Words and Phrases Defined)

Cross References: MSBA/MASA Model Policy 425 (Staff Development)

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Revised: ~~April~~August 2025

Policy 707
Orig. 1995
Rev. 2025~~17~~

707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.

B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

A. "Child with a disability" includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of Education. A licensed physician, an advanced practice nurse, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability. (Minn. Stat. § 125A.02)

B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. (Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2)

C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in

cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances. (42 U.S.C. § 11434a)

D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minn. Stat. §120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d, *et seq.*). (Minn. Stat. §123B.41, Subd. 9)

E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. (Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)

F. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located. (Minn. Stat. § 123B.41, Subd. 4)

G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. (42 U.S.C. § 11432(g)(3)(G))

H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minn. Stat. § 120A.22 by attendance at a nonpublic school. (Minn. Stat. § 126C.01, Subd. 8)

I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. (Minn. Stat. § 123B.41, Subd. 11)

IV. ELIGIBILITY

A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside one mile or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian. (Minn. Stat. § 123B.88, Subd. 1)

B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.

C. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service

that is provided to resident students. (Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3)

B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. (Minn. Stat. § 123B.88, Subd. 6)

C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. (Minn. Stat. § 127A.47, Subd. 3(b))

D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. (Minn. Stat. § 123B.92, Subd. 3(b))

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minnesota Statutes, section 124D.03, subdivision 8).

B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (Minn. Stat. § 123B.88, Subds. 1 and 4)

C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. (Minn. Stat. § 124D.041)

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/ STUDENTS WITH TEMPORARY DISABILITIES

A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minn. Stat. § 123B.92, Subd. 1(b)(4), for a resident child with ~~a~~ disabilitiesy not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with ~~a~~ disabilitiesy not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs. (Minn. Stat. § 123B.88, Subd. 1)

B. Resident students with ~~a~~ disabilitiesy ~~whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus~~

~~route and/or when the student is~~ who are transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600)

C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. (Minn. Stat. § 125A.65)

D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (Minn. Stat. § 125A.12)

E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district. (Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))

F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. (Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))

G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)

H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

VIII. HOMELESS STUDENTS

A. Homeless students shall be provided with transportation services comparable to other

students in the school district. (42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))

B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:

1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district. (42 U.S.C. § 11432(g)(1)(J)(iii)(I))

2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. (Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II))

3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. (Minn. Stat. § 125A.51(f))

4. A homeless nonresident student enrolled under Minn. Stat. § 124D.08, Subd. 2a, must be provided transportation from the student's district of residence to and from the school of enrollment. (Minn. Stat. § 123B.92, Subd. 3(c)).

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. (Minn. Stat. § 123B.88, Subd. 21)

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. (Minn. Stat. § 123B.88, Subd. 1)

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. § 1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. §

12132, (Americans with Disabilities Act) are governed by these provisions. (Minn. Stat. § 121A.59)

XII. FEES

A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional. (Minn. Stat. § 123B.36, Subd. 1(10))

B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minn. Stat. § 190.05. (Minn. Stat. § 123B.36, Subds. 1(11) and 6)

C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. (Minn. Stat. § 123B.36, Subd. 1(13))

D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. (Minn. Stat. § 123B.36, Subd. 3)

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Educational Aids for Nonpublic School Children; Definitions)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.04 (Enrollment Options Programs in Border States)
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District)
Minn. Stat. Ch. 125A (Children With a Disability)
Minn. Stat. § 125A.02 (Child~~ren~~ With a Disability, Defined)
Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
Minn. Stat. § 126C.01 (General Education Revenue - Definitions)
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
Minn. Stat. § 190.05 (Definitions)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)

Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
20 U.S.C. § 1415 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
42 U.S.C. § 11431 *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
42 U.S.C. § 12132 *et seq.* (Americans With Disabilities Act)

Cross References:

Policy 708 (Transportation of Nonpublic School Students)
Policy 709 (Student Transportation Safety Policy)
Policy 710 (Extracurricular Transportation)
MSBA Service Manual, Chapter 2, Transportation

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Policy 709
Orig. 1995
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709 STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:

   a. transportation by school bus is a privilege, not a right;

   b. school district policies for student conduct and school bus safety;

   c. appropriate conduct while on the bus;

   d. the danger zones surrounding a school bus;

   e. procedures for safely boarding and leaving a school bus;

   f. procedures for safe vehicle lane crossing; and

   g. school bus evacuation and other emergency procedures.

2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minn. Stat. § 169.446, Subd. 2.

5. The school district and a nonpublic school with students transported by school

bus at public expense must conduct a school bus evacuation drill at least once during the school year.

6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

7. The school district may provide kindergarten students with school bus safety training before the first day of school.

8. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.

9. The school district shall adopt and make available for public review a curriculum for transportation safety education.

10. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training required

a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.

b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:

(1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and

(2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques; and

(3) electric-assisted bicycle safety, including that a person under the age of 15 is not allowed to operate an electric-assisted bicycle.

[NOTE: The 2024 Minnesota legislature enacted this provision.]

~~**2. Deadlines.**~~

~~a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.~~

~~b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.~~

~~c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.~~

~~d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.~~

~~3~~2. Instruction

a. The school district may provide active transportation safety training through distance learning.

b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.

B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.

b. Respect the property of others while waiting at your bus stop.

c. Keep your arms, legs, and belongings to yourself.

d. Use appropriate language.

e. Stay away from the street, road, or highway when waiting for the bus.

f. Wait until the bus stops before approaching the bus.

g. After getting off the bus, move away from the bus.

h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

i. No fighting, harassment, intimidation, or horseplay.

j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

a. Immediately follow the directions of the driver.

b. Sit in your seat facing forward.

c. Talk quietly and use appropriate language.

d. Keep all parts of your body inside the bus.

e. Keep your arms, legs, and belongings to yourself.

f. No fighting, harassment, intimidation, or horseplay.

g. Do not throw any object.

h. No eating, drinking, or use of alcohol, tobacco, or drugs.

i. Do not bring any weapons or dangerous objects on the school bus.

j. Do not damage the school bus.

4. Consequences

Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's privilege to ride the bus in connection with co-curricular and extra-curricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Administrators may resolve issues with a restorative approach and have the discretion to respond to the situation as deemed appropriate. Parents or guardians will be notified of any suspension of bus privileges.

A. Discipline

1. The first time a student violates any of the rules of the bus, the student responsible will be warned, his or her parents/guardians will be notified, and the student may face in-school detention.
2. The second time an incident occurs, the parents/guardians of the student will be notified. The student may face in-school detention or removal from the bus for up to five days.
3. The third time an incident occurs, the student responsible will be removed from the bus for five or more days, and his or her parents/guardians will be notified.
4. The fourth time an incident occurs, the student responsible may be removed from the bus for the remainder of the year.
5. Any infraction serious enough in nature may be cause for immediate removal from the bus.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;

2. Support safe riding and walking practices, and recognize that students are responsible for their actions;

3. Communicate safety concerns to their school administrators;

4. Monitor bus stops, if possible;

5. Have their children to the bus stop 5 minutes before the bus arrives;

6. Have their children properly dressed for the weather; and

7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.

B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;

2. reckless driving;

3. improper or erratic traffic lane changes;

4. following the vehicle ahead too closely;

5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;

6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.

D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's

employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

E. A school bus driver, with the exception of a driver operating a type A-I school bus, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;

2. Understand student behavior, including issues relating to students with disabilities;

3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;

4. Know and understand relevant laws, rules of the road, and local school bus safety policies;

5. Handle emergency situations; and

6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.

3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.

4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.

5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, "school bus" has the meaning given in Minn. Stat. § 169.011, Subd. 71. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.

3. Type III vehicles shall be state inspected in accordance with legal requirements.

4. A type III vehicle cannot be older than 12 years old unless excepted by state and federal law.

5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.

6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.

7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.

8. Type III vehicles must be equipped with mirrors as required by law.

9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

10. Any type III vehicle used to transport students must carry emergency equipment including:

    a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

    b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.

    c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.

12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

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C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.

b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

(1) safe operation of a type III vehicle;

(2) understanding student behavior, including issues relating to students with disabilities;

(3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;

(4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;

(5) handling emergency situations;

(6) proper use of seat belts and child safety restraints;

(7) performance of pretrip vehicle inspections;

(8) safe loading and unloading of students, including, but not limited to:

(a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;

(b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;

(c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;

(d) placing the type III vehicle in "park" during loading and unloading;

(e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and

(9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.

c. A background check or background investigation of the operator has been conducted that meets the requirements under Minn. Stat. § 122A.18, Subd. 8, or Minn. Stat. § 123B.03 for school district employees; Minn. Stat. § 144.057 or Minn. Stat. Ch. 245C for day care employees; or Minn. Stat. § 171.321, Subd. 3, for all other persons operating a type III vehicle under this section.

d. Operators shall submit to a physical examination as required by Minn. Stat. § 171.321, Subd. 2.

e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minn. Stat. § 181.951, Subds. 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.

f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minn. Stat. § 171.321, Subd. 5.

g. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.

h. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, Subd.1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.

i. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.

j. Students riding the type III vehicle must have training required under Minn. Stat. § 123B.90, Subd. 2 (See Section II.B., above).

k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued under Minn. Stat. § 169.451.

3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:

   a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.

   b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.

   c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.

   d. The operator has submitted to a background check and physical examination as required by Minn. Stat. § 171.321, Subd. 2.

   e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minn. Stat. § 171.02, Subd. 2a(h) - 2a(j).

   f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.

   g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.

2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.

3. A school bus operated under this section must bear a current certificate of inspection.

4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.

B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within 1 month after the effective date of assignment

participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.

D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:

1. the student's name and address;

2. the nature of the student's disabilities;

3. emergency health care information; and

4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.

B. All school vehicles shall be state inspected in accordance with legal requirements.

C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative

Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Driver Training Programs)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notification of Conviction for Violation by a Commercial Driver)
Minn. Stat. § 171.169 (Notification of Suspension of License of Commercial Driver)
Minn. Stat. § 171.321 (Qualifications of School Bus Driver)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. §181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)

Cross References:

Policy 416 (Drug and Alcohol Testing)
Policy 506 (Student Discipline)
Policy 515 (Protection and Privacy of Pupil Records)
Policy 707 (Transportation of Public Students)
Policy 708 (Transportation of Nonpublic Students)
Policy 710 (Extracurricular Transportation)

Adopted: February 2022 *Policy 802*
Orig. 1995
Revised: ~~April~~August 2025 *Rev. 2025~~19~~*

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

A. "Contract" means an agreement entered into by the school district for the sale of supplies, materials, or equipment.

B. "Official newspaper" is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

B. Contracts Over $175,000

1. If the value of the equipment or materials is estimated to exceed $175,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.

2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.

3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.

4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may,

at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.

5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.

6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From $25,000 to $175,000

If the amount of the sale is estimated to exceed $25,000 but not to exceed $175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts $25,000 or Less

If the amount of the sale is estimated to be $25,000 or less, the contract may be made either upon quotation or in the open market, at the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not

needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment, including a tablet device, by conveying the property and title to:

   a. another school district;

   b. the state department of corrections;

   c. the board of trustees of Minnesota State Colleges and Universities;

   d. the family of a student residing in the district whose total family income meets the federal definition of poverty; or

   e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.

2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

I. Disposing of Surplus Books

Notwithstanding Minnesota Statutes, section 471.345, governing school district contracts made upon sealed bid or otherwise complying with the requirements for competitive bidding, other provisions of this section governing school district contracts, or other law to the contrary, the school district may dispose of school books, including library books, books from an individual classroom library, and textbooks including other materials accompanying a textbook. The school district may dispose of surplus books by donating them to a family of a student residing in the district or a charitable organization under section 501(c)(3) of the Internal Revenue Code.

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 123B.52 to add paragraph I.]

Legal References: Minn. Stat. § 13.591 (Business Data)
Minn. Stat. § 15.054 (Public Employees Not to Purchase Merchandise from

Governmental Agencies; Exceptions; Penalty)
Minn. Stat. § 123B.29 (Sale of School Building at Auction)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 471.85 (Property Transfer; Public Corporations)
Minn. Stat. § 645.11 (Published Notice)

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin "F" (School District Contract and Bidding Procedures)

ADDENDUM

Regular Board Meeting
Wednesday, August 20, 2025
SPCC-Governor's Room
5:00PM

VIII. INFORMATION ITEMS

1. AGENDA ITEM #1

Subject: First Reading of Revisions to the Policy Manual

Background: The following policy was reviewed by the Policy Committee and is being brought forward for a first reading:

Policy 806: Crisis Management

- The policy has numerous changes to conform with recommended modifications from the Minnesota School Boards Association.

Policy 515: Protection and Privacy of Pupil Records

- Recent Minnesota legislative changes clarify what can be considered directory information. Per MSBA's guidance, The Policy Committee proposes the inclusion of the district's definition within the policy.

Presentation: Superintendent of Schools, Jon Graff
Policy Review Committee

806 CRISIS MANAGEMENT POLICY

[NOTE: The Commissioner of the Minnesota Department of Education (Commissioner) is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes, section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by

building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

~~[NOTE: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]~~

a. Lock-Down Procedures

Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

[NOTE: Minnesota law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes, section 121A.035.]

b. Evacuation Procedures

Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

[NOTE: Minnesota law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota

Statutes, section121A.035.]

c. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

5[NOTE: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]

2. Crisis-Specific Procedures

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

[NOTE: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]

[NOTE: The 2024 Minnesota legislature enacted permissive language stating that a school board "may adopt the model cardiac emergency response plan provided by" the Commissioner (as of June 4, 2024, a response plan is not yet available.]

3. School Emergency Response Teams

a. Composition

The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

[NOTE: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]

b. Leaders

The building administrator or his or her designee will serve as the leader

of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents

Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

[NOTE: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.

3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.

5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

   [NOTE: The State Fire Marshal advises schools to defer fire drills during the winter months.]

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

   ~~**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]**~~

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.

8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

   ~~**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]**~~

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

~~**[NOTE: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]**~~

[NOTE: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes, section 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

~~**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]**~~

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

~~**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]**~~

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent

will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

~~**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]**~~

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.

2. Designate specific rooms as private counseling areas.

3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.

4. Prohibit media from interviewing or questioning students or staff.

5. Provide follow-up services to students and staff who receive counseling.

6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.

2. Fiscal recovery.

3. Academic recovery.

4. Social/emotional recovery.

~~**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]**~~

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.

3. "Evidence-based" means a program or practice that demonstrates any of the following:

   a. a statistically significant effect on relevant outcomes based on any of the following:

      i. strong evidence from one or more well designed and well implemented experimental studies;

      ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

      iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias.

   b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;

2 developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. culturally aware;

4. trauma-informed; and

5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately

following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:

a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;

b. the importance of taking threats seriously and seeking help; and

c. the steps to report dangerous, violent, threatening, harmful, or

potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

[NOTE: The Minnesota legislature enacted the addition to 2.c in 2025 (Session Law Chapter 35).]

3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:

   a. student opportunities for leadership related to prevention and safety;

   b. encouragement and support to students in establishing clubs and programs focused on safety; and

   c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and

2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

A. Fire

B. Hazardous Materials

C. Severe Weather: Tornado/Severe Thunderstorm/Flooding

D. Medical Emergency

E. Fight/Disturbance

F. Assault

G. Intruder

H. Weapons

I. Shooting

J. Hostage

K. Bomb Threat

L. Chemical or Biological Threat

M. Checklist for Telephone Threats

N. Demonstration

O. Suicide

P. Lock-down Procedures

Q. Shelter-In-Place Procedures

R. Evacuation/Relocation

S. Media Procedures

T. Post-Crisis Procedures

U. School Emergency Response Team

V. Emergency Phone Numbers

W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

[NOTE: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

[NOTE: The Every Student Succeeds Act, 20 United States Code, section 6301, et seq.; Title IX, 20 United States Code, section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code, section 7912, require school districts to establish such transfer procedures.]

D. ~~Radiological Emergencies at Nuclear Generating Plants~~ ~~[OPTIONAL]~~

~~School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power~~

~~plants will implement crisis plans in the event of an accident or incident at the power plant.~~

~~Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.~~

Legal References:
Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References:
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites
Comprehensive School Safety Guide
Minnesota School Safety Center - Resources (mn.gov)

~~Additional~~ Resources:
I Love U Guys Foundation, *Standard Response Protocol*
https://iloveuguys.org/The-Standard-Response-Protocol.html (012325)

Safe and Sound Schools
https://safeandsoundschools.org/ (012325)

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

[NOTE: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code, section 1232g, *et seq.* (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations, part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minnesota Rules, parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

1. "Directory information" means information contained in an education record of a student

that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name, dates of attendance, grade level, enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; and honors and awards received. Directory information does not include:

a. a student's social security number;

b. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;

c. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;

d. personally identifiable data which references religion, race, color, social position, or nationality; or

e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

2. Under Minnesota law, a school district may not designate a student's or their parent's home address, telephone number, email address or other personal contact information as "directory information.

[NOTE: Please see the MSBA ISD Policy Services Newsletter (June 2025) for detailed guidance on creating a definition of "directory information."]

E. Education Records

1. What constitutes "education records"

Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute education records

The term "education records" does not include:

a. Records of instructional personnel that are:

(1) kept in the sole possession of the maker of the record;

(2) used only as a personal memory aid;

(3) not accessible or revealed to any other individual except a temporary substitute teacher; and

(4) destroyed at the end of the school year.

b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

(1) maintained separately from education records;

(2) maintained solely for law enforcement purposes; and

(3) disclosed only to law enforcement officials of the same jurisdiction.

c. Records relating to an individual, including a student, who is employed by the school district which:

(1) are made and maintained in the normal course of business;

(2) relate exclusively to the individual in that individual's capacity as an employee; and

(3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:

(1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education;

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or

4. Perform a task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means *Superintendent, Principal, or district level administrative staff*.

N. Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. "Student" also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

P. Summary Data

"Summary data" means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal

law, or the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;

6. The right to be informed about rights under the federal law; and

7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations, section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations, sections 300.610-300.617 with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

   a. a specification of the records to be disclosed;

   b. the purpose or purposes of the disclosure;

   c. the party or class of parties to whom the disclosure may be made;

   d. the consequences of giving informed consent; and

   e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:

   a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and

b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

a. identifies and authenticates a particular person as the source of the electronic consent; and

b. indicates such person's approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:

a. in plain language;

b. dated;

c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

d. specific as to the nature of the information the subject is authorizing to be disclosed;

e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;

f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and

g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes, chapter 256B or Minnesota Care under Minnesota Statutes, chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the

school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:

   a. performs an institutional service or function for which the school district would otherwise use employees;

   b. is under the direct control of the school district with respect to the use and maintenance of education records; and

   c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code, section 7917, and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes, section 260B.171, unless the data are required to be destroyed under Minnesota Statutes, section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

   a. determine eligibility for the aid;

   b. determine the amount of the aid;

   c. determine conditions for the aid; or

   d. enforce the terms and conditions of the aid.

   "Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:

   a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to

effectively serve the student whose records are released; or

b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;

9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 United States Code, section 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates

legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;

14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;

15. To the parent of a student who is not an eligible student or to the student himself or herself;

16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:

    a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;

b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability.

Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code, section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

23. When requested, and in accordance with requirements for parental consent in 34 Code of Federal Regulations, section 300.622(b)(2), and part 99, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 13.32, subdivision 5, to include this update.]

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;

2. Pursuant to a statute specifically authorizing access to the private data; or

3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

   a. Minnesota Statutes, section 13.32, subdivision 5; and

   b. 20 United States Code, section 1232g, and 34 Code of Federal Regulations, section 99.37, which were in effect on January 3, 2012.

2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under Minnesota Statutes, section 13.32.

3. A parent's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statutes, section 13.32, subdivision 2.

~~4~~3. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

~~**[NOTE: This section became effective on the day following final enactment (May 19, 2023). Beginning on the effective date, a student's personal contact information subject to this section must be treated as private educational data under Minnesota Statutes, section 13.32, regardless of whether that contact information was previously designated as directory information under Minnesota Statutes, section 13.32, subdivision 5].**~~

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.

2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:

   a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;

   b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and

   c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

~~**[NOTE: Federal law allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the school district chooses to impose these limitations, it is advisable to add a new paragraph VII.C.31.d. that specifies that disclosures of directory information will be limited to specific parties and/or for specific purposes and identify those parties and/or purposes.**~~

~~**To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. This is an important policy decision for the local school board which must balance not only the privacy interests of the student against public disclosure, but also the additional administrative requirements such restrictions will place on the school district.]**~~

3. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.

4. A parent or eligible student may not opt out of the directory information disclosures to:

   a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or

   b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

5. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;

3. School presently attended by student;

4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

a. whether the minor is of sufficient age and maturity to be able to explain

the reasons for and understand the consequences of the request to deny access;

b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes, sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes, chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes, chapter 260E, 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 occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement he or she provided to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes, section 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

   a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

   b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or

   c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes,

section 121A.40, *et seq*.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

B. Data released to military recruiting officers under this provision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;

2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and

3. copying fees shall not be imposed.

C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority in writing at the beginning of each school year. The written request must include the following information:

1. Name of student and parent, as appropriate;

2. Home address;

3. Student's grade level;

4. School presently attended by student;

5. Parent's legal relationship to student, if applicable;

6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and

7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.

D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII.

of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

   a. The disclosures meet the requirements of Section VI. of this policy; and

   b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.

2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code, section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

   [NOTE: 42 United States Code, section 14071 was repealed. School districts should retain this statutory reference, however, as it remains a reference in FERPA and the Minnesota Government Data Practices Act and still may apply to individuals required to register prior to the repeal of this law.]

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations, section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed

in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;

4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy, and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:

   a. the parties who have requested or received personally identifiable information from the education records of the student;

   b. the legitimate interests these parties had in requesting or obtaining the information; and

   c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:

   a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;

   b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and

   c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations, section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B) or an act of domestic or international terrorism.

   [NOTE: While Section XIII.E.1. does not apply to requests for or disclosures of directory information under Section VII. of this policy, to the extent the school district chooses to limit the disclosure of directory information to specific parties, for specific purposes, or both, it is advisable that records be kept to identify the party to whom the disclosure was made and/or purpose for the disclosure.]

4. The record of requests of disclosures may be inspected by:

   a. the parent of the student or the eligible student;

   b. the school official or his or her assistants who are responsible for the custody of the records; and

   c. the parties authorized by law to audit the record-keeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

   a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and

   b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:

   a. the cost of materials, including paper, used to provide the copies;

   b. the cost of the labor required to prepare the copies;

   c. any schedule of standard copying charges established by the school district in its normal course of operations;

   d. any special costs necessary to produce such copies from machine-based record-keeping systems, including but not limited to computers and microfilm systems; and

   e. mailing costs.

2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the

student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision B. of this section shall:

   a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

   b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes, chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

B. Data practices compliance official means Administrative Assistant to the Superintendent, Kimberley Deming

C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;

5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and

6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32, Subd. 5 (Directory Information)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
Minn. Stat. Ch. 256L (MinnesotaCare)
Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
Minn. Stat. § 480.40 (Personal Information, Dissemination)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)

20 U.S.C. § 7908 (Armed Forces Recruiting Information)
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304 (Definitions – Tribal Organization)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273 309 (2002)
Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References: MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 520 (Student Surveys)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

Additional Resources
U.S. Department of Education
FAQs on Photos and Videos under FERPA | Protecting Student Privacy (012325)
https://studentprivacy.ed.gov/faq/faqs-photos-and-videos-under-ferpa

Letter to Wachter Regarding Surveillance Video of Multiple Students | Protecting Student Privacy (012325)
https://studentprivacy.ed.gov/resources/letter-wachter-regarding-surveillance-video-multiple-students

School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA) | Protecting Student Privacy (012325)

Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices | Protecting Student Privacy (102325)

FERPA/IDEA Crosswalk | Protecting Student Privacy (012325)

What is the Protection of Pupil Rights Amendment? | Protecting Student Privacy (012325)

ADDENDUM

Regular Board Meeting
Wednesday, August 20, 2025
SPCC-Governor's Room
5:00PM

VIII. INFORMATION ITEMS

2. AGENDA ITEM #2

Subject: South Elementary Breakfast/Snack Schedule

Background: Updates to the South Elementary breakfast and snack schedule will be presented.

Presentation: South Elementary Principal, Jana Sykora

ADDENDUM

Regular Board Meeting
Wednesday, August 20, 2025
SPCC-Governor's Room
5:00PM

VIII. INFORMATION ITEMS

3. AGENDA ITEM #3

Subject: Saint Peter Public Schools Facility Use Terms and Conditions Agreement

Background: Updates to the district's Facility Use Terms and Conditions Agreement will be shared.

Presentation: Community Education Director, Tami Skinner

SAINT PETER PUBLIC SCHOOLS FACILITY USE TERMS AND CONDITIONS AGREEMENT

1. Facility users agree to protect, indemnify, and hold harmless Saint Peter Public Schools and its employees from any and all claims, liabilities, damages, or rights of action, directly or indirectly, growing out of the use of the premises covered by the reservation. Saint Peter Public Schools assumes no liability in connection with the use, loss, damage, or destruction of equipment or personal property belonging to the renter.

2. Facility users are authorized to use only the specific spaces identified in their approved facility use request. Use of any additional areas is not permitted. Renters may not request that custodial staff unlock or provide access to spaces not included in their original request.

3. Proof of General Liability Insurance with a minimum coverage amount of $1,000,000 per incident is required.

4. The user shall be responsible for adhering strictly to the established occupancy limits of any facility or space reserved, as set forth by applicable safety codes, fire regulations, and institutional policies. Failure to comply may result in the revocation of reservation privileges or additional penalties.

5. Occasionally, district events may need to be rescheduled, which may supersede reservations. Saint Peter Public Schools reserves the right to nullify rental agreements that conflict with school activities, even though such activities may be scheduled after validation of the rental agreement. Renters accept this risk.

6. Facility users must provide their own sports equipment. Use of school equipment is prohibited without consent. All equipment must be removed from the site upon completion of the rental.

7. Any damage to district property occurring from renter use, either unintentional or by intentional misuse, will be repaired by the district at the renter’s expense.

8. Propping doors open to allow participants access to the building is strictly prohibited. Obstructing hallways and exits with groups of people, equipment, or supplies is also strictly prohibited, as it poses a safety hazard and violates fire code regulations; all pathways must remain clear and accessible at all times.

9. The user organization is fully responsible for the safety and supervision of the specific space they are using and will assume full liability for any damages that may occur. All activities must be supervised by a capable and responsible adult supplied by the renter, alongside an on-site supervisor provided by the facility. This applies to the duration of all weekday and weekend rentals.

10. Youth must be supervised at all times and cannot be left unattended at the end of an event.

11. Rental agreements are non-transferable. Subleasing is not allowed. Doing so nullifies an approved reservation. School district employees or groups may not reserve facilities for exclusive use by other district or non-district users.

12. Set-up, tear-down, clean-up, and coach/parent/athlete discussion time are billable and should be included in your reservation time. Groups that arrive early or stay late will have their reservation times adjusted at the hourly rental rate, with additional fees for early entrance and late exit.

13. No-shows or cancellations may incur rental and staff fees based on the time of notice.

14. The district reserves the right to cancel or withhold use privileges if rules and regulations are violated, there is a negative impact of use, or the renter is not adhering to facility use expectations. The district may cancel a facility reservation for reasons including, but not limited to:
    a. Inadequate group supervision as determined by the building administrator or designee.

    b. Misuse or disrespect of district property, equipment, or facilities.

    c. Group conduct of an inappropriate or unacceptable nature as determined by the building administrator or designee. Reservations will be canceled immediately if the administration or designee judges continuation to be potentially harmful, dangerous, or if the program or participants' actions are not equivalent to those generally accepted by the community.

    d. Facilities being used for games of chance, lotteries, or activities classified as gambling. Use of alcoholic beverages, tobacco products, smoking, or vaping.

    In the event of the cancellation or revocation of a reservation, there will be no claim or right to damages or compensation on account of any loss, damage, or expenses whatsoever.

15. In emergencies, including adverse weather conditions or site limitations (e.g., water, heat, or electrical), the decision to close the school will be made by the superintendent or their designee. When school is closed due to emergencies, and the district cancels co-curricular and curriculum events, rental groups must follow suit. Renters will receive full refunds for space and staff fees if the district decides to close school operations. There are no refunds for indoor or outdoor rentals due to weather, unless and until Saint Peter Public Schools issues a weather-related school day cancellation.

16. Renters will be invoiced after the reservation date(s) have passed. Fees are due within 30 days of the billing date. Late fees will be applied for overdue balances. A prepayment may be required for reservations exceeding $750. A damage deposit may be required. Failure to pay will result in future reservations being denied.

17. Only Certified Service Animals are allowed inside or on Saint Peter Public Schools grounds. Domestic pets of any kind are not allowed.

By signing below, I agree to the terms and conditions for the Saint Peter Public Schools facility rental use. Failure to comply may result in the termination of future reservations and/or additional charges.

_____ _____

User Signature Date

_____

User Printed Name

_____

User Organization

ADDENDUM

Regular Board Meeting
Wednesday, August 20, 2025
SPCC-Governor's Room
5:00PM

VIII. INFORMATION ITEMS

4. AGENDA ITEM #4

Subject: Building and Grounds Update

Background: Seth Putz, Operations and Maintenance Supervisor will present an update on summer Operations and Maintenance projects that have been completed on our buildings and grounds.

Presentation: Operations and Maintenance Supervisor, Seth Putz