

Policy Committee Meeting

Tuesday, January 23, 2024 4:30 PM

Davis Center, 1250 West Broadway Avenue, Minneapolis, Minnesota 55411

- 1) **Call to Order and Roll Call**
- 2) **Adoption of Agenda**
- 3) **Acceptance of Minutes**
 - a. December 5, 2023
- 4) **Reports and Discussion**
 - a. Regular Policy Reviews
 1. Review Policy 8505 Director Travel
 - b. Discussion
 1. Gender Inclusion Policy
 2. MN School Boards Association (MBSA) Policy Review and Audit Process
- 5) **New Business**
 - a. Revision of Policy 5391: Graduation Requirements (2024-0016)
- 6) **Adjournment**

**OFFICIAL MINUTES
MINNEAPOLIS BOARD OF EDUCATION**

**POLICY COMMITTEE MEETING
DECEMBER 5, 2023**

CALL TO ORDER

Chair Lori Norvell called the meeting to order at 4:30 p.m., a quorum being present.

ROLL CALL

Present: Directors Sharon El-Amin, Adriana Cerrillo (arrived after roll call at 4:36 p.m.), Collin Beachy, Lori Norvell (4)

Absent: Director Faheema Feerayarre (1)

APPROVAL OF AGENDA

Beachy moved to approve the agenda.

On a voice vote, the motion was adopted unanimously.

APPROVAL OF MINUTES

Beachy moved to approve the minutes from the October 24, 2023 meeting.

On a voice vote, the motion was adopted unanimously.

REPORTS AND DISCUSSION

Policy Reviews

Review Policy 6230 (Field Trips)

Staff provided a review of Policy 6230 (Field Trips) and its regulations, including sharing about an equity considerations review, which is in progress. Staff also shared several key areas that are being closely reviewed regarding international field trips.

Review Policy 5391 (Graduation Requirements)

Staff provided a review of Policy 5391 (Graduation Requirements) and its regulations. Staff shared that several revisions that would return to the committee for review and consideration related to recent legislative changes.

Regular Policy Reviews

Review Policy 6680 (Safety, Security And Emergency Management)

Staff provided a regular review of Policy 6680 (Safety, Security And Emergency Management) and its regulations.

Review Policy 3504 (Government Data Requests)

Staff provided a regular review of Policy 3504 (Government Data Requests).

ADJOURNMENT

Without objection, Chair Norvell adjourned the meeting at 5:31 p.m.

Minutes submitted by Ryan Strack, Assistant to the Superintendent and Board.

Meeting materials: <https://meetings.boardbook.org/Public/Agenda/1807?meeting=611037>

Policy 8505: Director Travel

1. PURPOSE

The purpose of this policy is to establish the limits of travel within and without the state for the purposes of Board Director Development.

2. APPROPRIATE TRAVEL

- a. Travel for which the Director intends to seek reimbursement from the school district must be pre-approved by the Board Chair.
- b. Out of State Travel.
 - i. Travel outside the state is appropriate when the school board finds it proper for Directors to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board directors.
 - ii. Travel to regional or national meetings of school board associations is presumed to fulfill this purpose.
 - iii. The Board, on a case by case basis will determine and limit the numbers of Directors authorized to attend specific workshops and conventions where the expenses involved warrant such limitations and the travel is to be paid from the Board budget.
- c. Within State Travel. Travel within the State of Minnesota is appropriate when the Board finds it proper for Directors to acquire knowledge and information necessary to allow them to carry out their responsibilities as directors.
- d. All airfare, hotel accommodations and car rental shall be arranged through the district-approved vendor.

3. BUDGET AND EXPENDITURE AUTHORIZATION

- a. The Board may determine an annual professional development budget including an individual director allocation.
- b. The Board Chair, in consultation with Board Staff, shall approve director professional development and related travel expenditure requests. Provided there is sufficient budget available in the requesting director's allocation, no reasonable request shall be denied.

4. REIMBURSABLE EXPENSES

Director travel expenses shall be reimbursed on the same basis as other non-employee travel. Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips and other reasonable and necessary school district related expenses.

5. REIMBURSEMENT

- a. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.
- b. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator.
- c. Automobile travel shall be reimbursed at the Federal mileage rate set by the Internal Revenue Service.
- d. Commercial air transportation shall reflect economy fares.
- e. All credits or benefits issued by any airline, hotel or rental car company for travel arranged for Director travel shall accrue to the benefit of the district.

6. COMPLIANCE WITH OTHER DISTRICT POLICIES AND REGULATIONS

- a. Arrangement and reimbursement of travel expenses shall follow the district policy for non-employee travel.
- b. The Superintendent is authorized to promulgate regulations for travel processes including reimbursement.

7. ANNUAL REVIEW

This policy must be annually reviewed by the Board of Directors.

Original Adoption:

11/12/1991 (as Policy 8220)

Revision Dates:

08/11/2009, 04/13/2021

Legal References:

[Minn. Stat. §15.435 \(Airline Travel Credit\)](#)

[Minn. Stat. § 123B.09, Subd 2. \(School Board Member Training\)](#)

[Minn. Stat. § 471.661 \(Out-of-State Travel\)](#)

[Minn. Stat. § 471.665 \(Mileage Allowances\)](#)

Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)

Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997) (Transportation Expenses)

MPS Policy Cross References:

[Policy 3331 \(Travel Expenses-Non Employees\)](#)

[Policy 8111 \(Duties of Directors\)](#)

[Policy 8500 \(Board Director Development\)](#)

HISTORY

Amended by Res. [2021-0013](#) on 4/13/2021

Adopted: _____

MSBA/MASA Model Policy 214

Orig. 2005

Revised: _____

Rev. 2009

214 OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS

[Note: School districts are required by statute to adopt a policy addressing this issue.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the school board.

IV. REIMBURSABLE EXPENSES

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

V. REIMBURSEMENT

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

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

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

Legal References: Minn. Stat. § 123B.09, Subd. 2 (Boards of Independent School Districts)

Minn. Stat. § 471.661 (Out-of-State Travel)
Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)

Cross References: MSBA/MASA Model Policy 212 (School Board Member Development)
MSBA/MASA Model Policy 412 (Expense Reimbursement)

[SCHOOL DISTRICT NAME] ADMINISTRATIVE GUIDELINES FOR SUPPORTING TRANSGENDER AND GENDER-EXPANSIVE STUDENTS

These Administrative Guidelines (“Guidelines”) set forth [School District Name]’s (“District”) procedures for schools to address the needs and concerns of transgender and gender-expansive students to ensure safe, supportive, and healthy school environments where every child can learn. These Guidelines are intended to: 1) ensure that all students are welcomed, valued, included, and respected; 2) to help schools ensure safe learning environments free of discrimination, harassment, and bullying; and 3) to promote the educational and social integration of transgender and gender-expansive students. These Guidelines do not and cannot anticipate every situation that may occur, as every student is unique. The support for each student must be assessed and addressed individually based upon the student’s specific requests and needs.

These Guidelines are supported by District Policy 102 (Equal Education Opportunity), 413 (Harassment and Violence), 515 (Bullying Prohibition Policy), 515 (Protection and Privacy of Pupil Records, 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process), and 525 (Violence Prevention).

1. Definitions

The definitions contained in the policy are not intended to label students, but rather to assist in understanding this policy and the legal obligations of district staff. It is recognized that students might or might not use these terms to describe themselves.

“*Gender Identity*” is a person’s deeply held sense or psychological knowledge of their own gender, regardless of the sex or gender they were assigned at birth. A person’s gender identity can be the same or different than the sex or gender assigned at birth.

“*Gender Expression*” refers to the manner in which a person represents or expresses that person’s gender identity to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

“*Transgender/Trans*” describes people whose gender identity or expression is different from that traditionally associated with an assigned sex at birth.

“*Gender Non-Conforming*” describes people whose gender expression differs from social expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. This phrase also includes people who identify outside traditional gender categories.

“*Gender-expansive*” describes someone with a more flexible gender identity than might be associated with a typical gender binary.

2. Privacy

All students have a right to privacy, including the right to keep private one's transgender or gender expansive status at school. Transgender and gender-expansive students have the right to discuss and express their gender identity and expression openly and to decide when, how, and with whom to share private information, well as to determine what information will be shared.

To ensure the safety and well-being of the student, District employees shall not disclose a student's gender identity, sex assigned at birth, transgender identity, or information that may reveal a student's gender identity (e.g., birth name) to anyone, including, but not limited to, other staff members, students, or parents of other students, unless such disclosure has been authorized by the student or their parent(s)/guardian(s). If such a disclosure is necessary, it will be documented in writing and should be discussed with the student in advance.

Information about a student's transgender or gender-expansive status, legal name, or gender assigned at birth may constitute private data under state and federal law. School district personnel shall not disclose information that may reveal a student's transgender or gender-expansive status to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure.

In some cases, transgender or gender-expansive students may feel more supported and safer if other students are aware that they are transgender or gender-expansive. In such cases, District staff should work closely with the student, family, and other staff members on a plan to inform and educate the student's peers and shall document the plan. In some circumstances, it may also be appropriate to engage external resources to assist with educational efforts.

3. Official School Records

The school district is required to maintain a mandatory and permanent student record ("official record") that includes a student's legal name and gender. The school district is not required to use a student's legal name and gender on other school records or documents.

The school district will change a student's official record to reflect a change in legal name or gender upon receipt of documentation that such change has been made pursuant to a court order or other official government action.

In situations where school district staff or administrators are required by law to use or report a transgender or gender-expansive student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the

inadvertent disclosure of confidential or private information relating to a student's gender identity or gender expression.

4. Student Names, Pronouns, and Gender Markers

A student has the right to request that the student be referred to by a name and pronouns that correspond to the student's gender identity by all school staff and fellow students. Parent(s)/Guardian(s) have a right to request that the District change the student's name and/or gender marker in the school's student information system. A court-ordered name change or official gender change is not required, and the student is likewise not required to change the school's official records in order to be addressed by the name and pronouns that correspond to the student's gender identity.

5. Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender.

6. Gender-Segregated Facilities

Transgender and gender-expansive students shall have access to gendered facilities and school-sponsored programs that are consistent with the student's gender identity. This includes, but is not limited to, multi-stalled gendered restrooms, locker rooms, and school programs, trips, and athletic programs.

a. Restroom Accessibility

Pursuant to state law, students shall have access to the restroom that corresponds to their gender identity asserted at school:

- i. Any student who has a need or desire for increased privacy, regardless of the student's gender identity or expression, and regardless of the underlying reason for the student's need or desire for increased privacy, should be provided access to a single user restroom.
- ii. No student shall be required to use a single user restroom because they are transgender or gender-expansive.
- iii. The District shall work with each gender-expansive student to determine which restrooms are most comfortable for the student.
- iv. In no case shall a transgender or gender-expansive student be required to use a restroom that conflicts with the student's gender identity.

b. Locker Room Accessibility

The use of locker rooms by transgender and gender-expansive students shall be assessed on an individualized basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports and other school activities, ensuring the student's safety and comfort, and minimizing stigmatization of the student.

- i. Unless the student requests otherwise, transgender and gender-expansive students should have access to the locker room that corresponds to the student's gender identity asserted at school, like all other students.
- ii. Any student who has the need or desire for increased privacy, regardless of the student's gender identity or expression, and regardless of the underlying reason for the student's need or desire for increased privacy, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a physical education instructor's office in or near the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponding to gender identity before or after other students).
- iii. Any alternative arrangement should be provided in a manner that protects the student's ability to keep the student's transgender or gender-expansive status confidential.
- iv. The District shall work with each gender-expansive student to determine which restrooms and locker room facilities are most comfortable for the student.
- v. In no case shall a transgender or gender-expansive student be required to use a locker room that conflicts with the student's gender identity.

7. Physical Education and Health Education Classes and Intermural Sports

Transgender and gender-expansive students shall be permitted to participate in physical education classes, health education classes, and intramural sports and activities in a manner consistent with their gender identity or in a manner that allows the student to feel the safest, included, and most comfortable.

Students in physical education classes may be grouped by ability, so long as a student's ability is based on objective standards of individual performance. A student's gender identity shall not be considered when assessing ability.

Physical education and health education teachers and staff will make their best efforts not to divide students based on sex assigned at birth or gender identity during any activities or classes.

8. School Trips

All students shall be permitted to participate in all school trips in a manner that corresponds with their gender identity or in a manner that allows the student to feel the safest, included, and most comfortable. In planning school trips, staff is expected to assess the student's need in collaboration with the student and/or the student's parent(s)/guardian(s) and make reasonable efforts to provide an accommodation that is acceptable to the student. Accommodations will be discussed in advance of the trip on a case-by-case basis and will be documented in writing.

9. Dress Codes

Transgender and gender-expansive students have the right to dress in a manner consistent with their gender identity or gender expression, including at school-sponsored functions such as dances, after school activities, and graduation. The District's rules regarding clothing will be enforced consistently, regardless of a student's gender identity or expression.

A student whose gender expression is different from expectations based on the student's sex assigned at birth will not be considered disruptive of the educational process or as an interference with the maintenance of a positive teaching/learning climate.

10. Interscholastic Competitive Sports Teams/Activities

Transgender and gender-expansive students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Minnesota State High School League (MSHSL).

11. Staff Training and Compliance

All administrative staff shall be informed of the existence of these Guidelines. The District will provide training on these Guidelines and how to support transgender or gender-expansive students at reasonable intervals, to be determined by the District.

District employees who refuse to abide by these Guidelines may be subject to disciplinary actions, up to and including termination, as set forth in the relevant employee discipline policy. This includes a staff member's persistent refusal to respect a student's gender identity, for example by consistently referring to the student by a name or pronoun that does not correspond with the student's gender identity.

12. Discrimination/Harassment/Bullying

It is the policy of the District to maintain a safe and supporting learning and educational environment that is free from harassment, intimidation, violence, and/or bullying and free from discrimination on account of gender, gender identity, and gender expression.

Complaints alleging discrimination or harassment based on a student's actual or perceived transgender status or gender non-conformity generally are to be handled in the same manner as sex discrimination, harassment or bullying complaints. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413). For information about the types of conduct that constitute violation of the school district's policy on bullying and the school district's procedures for addressing such complaints, refer to the school district's policy on bullying (Policy 514).

These materials are for informational use only and are not to be construed as legal advice. If legal advice is needed, the school district's legal counsel should be contacted. While current at the time it was created, this document may be later superseded by legislative or other action.

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500.00 GENDER INCLUSION

PURPOSE

The students of Saint Paul Public Schools (SPPS) deserve respectful and inclusive learning environments that value students' gender identity and gender expression. SPPS ensures that all students have access to programming and facilities in which they feel comfortable and safe.

This policy addresses the inequities some students, including intersex, transgender, and gender nonconforming students, confront as they navigate a system designed using a gender binary model.

DEFINITIONS

1. Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity.
2. Gender Binary refers to the social construction of a gender dichotomy between masculinity and femininity. The gender binary often ignores or denigrates alternate gender constructions.
3. Gender Expression refers to the manner in which persons represent or express gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
4. Gender Identity refers to a person's deeply held sense or knowledge of their own gender.
5. Gender Nonconforming is a term for persons whose gender expression differs from stereotypical expectation. This includes persons who identify outside traditional gender categories or identify as both genders.
6. Sex refers to a person's biology and is generally categorized as male, female, or intersex.
7. Intersex refers to a combination of features that distinguish male and female anatomy.
8. Transgender is an adjective describing persons whose gender identity or expression is different from that traditionally associated with the sex at birth.

ENSURE GENDER INCLUSIVENESS

SPPS staff and systems ensure inclusive access to programming and facilities. In accordance with procedure, the District will:

1. Respect all students' gender identity and gender expression by honoring the right of students to be identified and addressed by their preferred name and pronoun.

2. Within academic programming, prohibit the separation of students and/or curricular materials based upon gender unless it serves as a compelling pedagogical tool.
3. Provide all students the opportunity to participate in co-curricular and extracurricular activities, in a manner consistent with their gender identity, including but not limited to intramural and interscholastic athletics.
4. Provide all students with access to facilities that best align with students' gender identity.

LEGAL REFERENCES:

- Minn. Stat. ch. 363A (Minnesota Human Rights Act)
- Minn. Stat. § 121A.031 (Safe and Supportive Minnesota Schools Act)
- Minn. Stat. § 121A.03, subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
- Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
- 20 U.S.C. § 1681 et seq. (Title IX)
- 20 U.S.C. § 1701 et seq. (Equal Educational Opportunities)

CROSS REFERENCES TO DISTRICT POLICIES:

- 102.00 Equal Opportunity/Non-Discrimination
- 415.00 Harassment, Violence and Other Offensive Behavior
- 505.00 Bullying Prohibition

500.00.01 Gender Inclusion

Saint Paul Public Schools (“District”) commits to supporting and maintaining - learning environments that value students’ gender identity and gender expression. The District’s Gender Inclusion Policy and procedures work to ensure that all students have access to programming and facilities in which they feel comfortable and safe.

1. **Respect all students’ gender identity and gender expression by honoring the right of students to be identified and addressed by their preferred name and pronoun.**
 - a. Staff expectations
 - i. Staff must honor the student’s preferred name and pronoun usage regardless of whether the District’s student information system has been updated under paragraph 1b.
 - ii. Upon written or oral request from a student, and regardless of parental consent, a student is to be addressed in classes, announcements, and other school gatherings by the name and/or pronoun requested by the student, unless the student’s principal determines that the use of a particular name or pronoun would be patently offensive.
 - iii. Upon written or oral request from a student, and regardless of parental consent, staff must update District usages of the student’s name in school community spaces that are visible to other students, staff, and families including, but not limited to, bulletin boards, lockers, cubbies, folders, and materials.
 - iv. Upon written or oral request from a student, and regardless of parental consent, staff must update usage of the student’s name and/or gender pronouns in digitally viewable spaces including District managed email and online learning environments such as Schoology.
 1. A counselor, social worker, principal or other designee must consult with the student to inform them of implications of the change.
 2. Changes to District managed digital systems can be requested by submitting a custom ticket to IT. See Attachment A. for more information about the custom ticket.
 3. See Section B regarding recording modifications to the District’s student information system.
 - v. Notification of parent(s)/guardian(s), staff and peers about the student’s name and/or gender change will be guided by the student.

1. With student agreement, a communication is to be sent home to notify the student's parent(s)/guardian(s) of the nickname and/or gender pronoun change, see Attachment B., unless the student expresses safety concerns from such a notification. In those cases, see section 5 – Student Support Plan, for guidance.
 2. With student agreement, a counselor, social worker, principal or other designee will notify teachers and staff working with the student of the student's name change. See Attachment C.
-
- vi. Staff must privately ask students who have identified themselves as transgender or gender variant how they want to be addressed in communications to the student's parent(s)/legal guardian(s). For purposes of this procedure, communications include, but are not limited to, materials sent to the student's home and how the student is referred to at conferences with the student's parent(s)/legal guardian(s).
 - vii. For communications with a student's parent(s)/legal guardian(s), staff must use the student's name as listed in the District's student information system, unless specifically told otherwise by the student or parent(s)/guardian(s).
 - viii. Inadvertent, honest mistakes in the use of a student's preferred name or pronoun may occur. The intentional and persistent refusal to respect a student's gender identity or gender expression may be considered discriminatory and is subject to disciplinary measures.

b. Modifying Student Records

- i. A student's name and/or gender, as listed in the District's student information system, must be modified in accordance with a completed Name and Gender Change Request form. The form may be obtained from the student's principal, on the District website, or at the Student Placement Office. The form must be submitted to the student placement office, the student's principal or the principal's administrative designee.
 1. The form will include the following change options:
 - a. Student's name,
 - b. Student's gender,
 - c. Student's District alternate gender,
 - d. Student's gender pronoun,
 - e. Student's access to gender-specific facilities,
 - f. Student's extra and/or co-curricular activities participation, and

- vii. Changes may be made once annually or at the discretion of the principal or administrative designee.

2. Within academic programming, prohibit the separation of students and/or curricular materials based upon gender unless it serves as a compelling pedagogical tool.

- a. Arbitrary separation of students and/or curricular materials based upon sex and/or gender is prohibited.
 - i. Prohibited separation includes, but is not limited to:
 - 1. Boys vs. girls competition;
 - 2. Developing, classifying, or labeling materials, such as book bins, as boy or girl specific; and
 - 3. Lining up students according to sex and/or gender.
 - ii. Permissible separation includes, but is not limited to:
 - 1. Sex education classes;
 - 2. Gender-based affinity groups; and
 - 3. Lining up students by sex and gender to access gender separated restrooms and/or locker room facilities that are not adjacent to each other.
- b. To determine whether there is a compelling pedagogical tool justifying separation of students and/or curricular materials, staff will reflect and provide, upon request, the reasoning behind any gender based separation.
- c. In any permissible separation or grouping by sex and/or gender, individual students must be afforded the opportunity to select the group that best aligns with the student's gender identity or expression.

3. Provide all students the opportunity to participate in co-curricular and extracurricular activities in a manner consistent with their gender identity, including, but not limited to, intramural and interscholastic athletics.

- a. Eligibility shall be determined according to the District's student information system, as indicated in the co/extracurricular participation field of the system.
- b. Questions about eligibility decisions should be forwarded to the district assistant superintendent managing athletics.

4. Provide all students access to facilities that best align with students' gender identity.

- a. Students shall have access to facilities, including but not limited to, restrooms and locker rooms, that best align with a student's gender as

listed on the District's student information system, as indicated in the facilities field of the system.

- b. Students shall be roomed on overnight field trips, for which students will be separated based on gender, with other students of their same gender as listed on the District's student information system.

5. **Student Support Plan**

- a. A Student Support Plan is available to any student who due to extraordinary circumstances cannot reasonably obtain guardian consent to modify student records and/or expresses a good-faith desire for increased privacy and/or safety. A student support team consisting of the student, an adult advocate of the student's choice, and the student's principal or the principal's administrative designee will meet to determine a Student Support Plan addressing, among other things, participation in co-curricular and extracurricular activities, and access to facilities, including but not limited to restroom and locker room access.
 - i. Restroom Accessibility
 - 1. Details of the student support plan may include, among other things:
 - a. Use of a gender neutral restroom;
 - b. Use of a health/nurse/office restroom; and/or
 - c. Any other plan agreeable to the student support team.
 - ii. Locker Room Accessibility
 - 1. Details of the student support plan may include, among other things:
 - a. Use of a private area within the public area of the locker room facility (i.e. a nearby restroom stall with a door, an area separated by a curtain, or a P.E. instructor's office);
 - b. A separate changing schedule utilizing the locker room before or after other students;
 - c. Use of a nearby private area such as a nearby restroom or a health/office restroom; or
 - d. Any other plan agreeable to the student support team.
- b. All student support plan information is private data in accordance with the Minnesota Data Practices Act and the Family Educational Rights and Privacy Act.

6. **Professional Development**

- a. The District will offer professional development opportunities for staff, including but not limited to, teachers, administrators, counselors, social workers, and health staff.

- b. Professional development opportunities are intended to improve the knowledge, will, skill, and capacity of all District staff to prevent, identify, and respond to bullying, harassment, discrimination, violence, or any other marginalizing action. The content of such professional development may include, but is not limited to:
 - i. Terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
 - ii. Developmentally appropriate strategies for communication with students and parents about issues related to gender identity and gender expression that protect student privacy;
 - iii. District policies and procedures regarding, bullying, harassment, discrimination, violence, or any other marginalizing action based upon gender identity and/or expression;
 - iv. District Rights and Responsibilities handbook and
 - v. Data privacy laws, and District policies, and procedures.

LEGAL REFERENCES:

- Minn. Stat. ch. 13 (Minnesota Government Practices Act)
- Minn. Stat. § 121A.03, subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
- Minn. Stat. § 121A.031 (Safe and Supportive Minnesota Schools Act)
- Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
- Minn. Stat. ch. 363A (Minnesota Human Rights Act)
- 20 U.S.C. § 1681 et seq. (Title IX)
- 20 U.S.C. § 1701 et seq. (Equal Educational Opportunities)

CROSS REFERENCES TO DISTRICT POLICIES:

- 500.00 Gender Inclusion
- 102.00 Equal Opportunity/Non-Discrimination
- 505.00 Bullying Prohibition

ATTACHMENT A: IT TICKET PROCESS FOR UPDATING NAME

The custom ticket will include the following fields:

- Brief statement that first name in account is being changed related to consistent gender identity. Last name may not be changed.
- Statement that student has been offered the Name/Gender Change Request Form and is unable to return it at this time. Staff should continue to work with student towards this as it provides the greatest support for student.
- Statement that student has been counseled and is aware that peers and their parent/guardian may be able to see this change.
- Statement that building Principal has been notified that student's Schoology and Google Apps email address will be changed.
- Statement that family has been notified of change via email or phone and a written note has been sent home with the student, unless there is a safety concern.
- Current full student name + Active Directory number (lunch number) + SPPS Google Apps email address (@stpaul.k12.mn.us)
- New name for student SPPS Apps email address (name that will appear on iPad)
- Current Schoology First Name:
- New Schoology First Name:

See Gender Inclusion Policy for more information and for Name/Gender Change Request Form. www.spps.org/genderinclusion

Contact Out for Equity with questions, outforequity@spps.org or 651-744-6095.

ATTACHMENT B: TEMPLATE PARENT/GUARDIAN NOTIFICATION

As part of the ticketing process for changing a nickname or gender pronoun in District managed systems, a notification should be given to the student's parent(s) or guardian(s). A template of suggested information to be shared in the phone call, email, or letter is below.

Dear Parent/Guardian:

By request of your student, the following changes to your student's information have been make.

Your student's nickname has been updated to NICKNAME.

Your student's name in Schoology has been updated to NICKNAME.

Your student's email address has been updated to _____.

Your student's gender pronoun has been updated to GENDER PRONOUN.

If you have questions, please contact (STAFF NAME SUBMITTING TICKET OR PRINCIPAL) at EMAIL and/or PHONE.

Example letter.

Dear Parent/Guardian:

By request of your student, the following changes to your student's information have been make.

Your student's nickname has been updated to Sindy.

Your student's name in Schoology has been updated to Sindy.

Your student's email address has been updated to smith123@stpaul.k12.mn.us.

Your student's gender pronoun has been updated to "they."

If you have questions, please contact (STAFF NAME SUBMITTING TICKET OR PRINCIPAL) at EMAIL and/or PHONE.

ATTACHMENT C:

COLLEAGUE NOTIFICATION

As part of the ticketing process for changing a nickname or gender pronoun in District managed systems, a notification should be given to colleagues who work directly with the student. A template of suggested information to be shared is provided below.

Dear colleagues:

I would like you to be aware that OLD FIRST AND LAST NAME has requested to be called NEW FIRST NAME. This name aligns with their consistently asserted gender identity. This name is now reflected as the student's nickname in Campus. From now on, please use the pronouns SPECIFY (E.G., HE/HIM/HIS) when addressing NEW FIRST NAME. Their pronouns are updated in Campus. The student's parents/guardians have been informed.

Please use NEW FIRST NAME in all verbal, written, and digital spaces at school.

The student's email address is EMAIL ADDRESS.

Please continue to use OLD FIRST NAME when contacting home to support the student and family.

Please let me know if you have any questions.

Example letter.

Dear colleagues:

I would like you to be aware that Jordyn Smyth prefers to be called Sindy. This name is reflected as the student's nickname in Campus. From now on, please use the pronouns They/Them/Theirs when addressing Sindy. Their pronouns are updated in Campus. The student's parents/guardians have been informed.

Please use Sindy in all verbal, written, and digital spaces at school.

The student's email address is smith123@stpaul.k12.mn.us.

Please continue to use Jordyn when contacting home to support the student and family.

Please let me know if you have any questions.

SECTION 1:**AMENDMENT** “Policy 5391: Graduation Requirements” of the Minneapolis Public Schools Policies & Regulations is hereby *amended* as follows:

AMENDMENT

Policy 5391: Graduation Requirements

1. **PURPOSE**

~~This policy is to establish the requirements for graduation from Minneapolis Public Schools in compliance with Minnesota law and statewide graduation standards established thereby.~~ The purpose of this policy is to set forth requirements for graduation from the school district.

2. **GENERAL STATEMENT OF POLICY**

~~All students must complete the following requirements in order to earn a diploma for graduation from a Minneapolis Public High School.~~ The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

3. **DEFINITIONS**

- a. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- b. “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services.
- c. “English language learners” or “ELL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- d. “Required standard” means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.
- e. “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

4. **DISTRICT ASSESSMENT COORDINATOR**

The senior leader of the research, evaluation, assessment department shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

5. **GRADUATION ASSESSMENT REQUIREMENTS**

Students’ state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and

evaluation, include the following:

- a. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and
- b. Consistent with this paragraph and Minnesota Statutes section 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- c. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- d. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- e. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- f. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

6. GRADUATION CREDIT REQUIREMENTS

- a. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- b. Three credits of mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include completion of algebra;
- c. Three credits of science, including one credit to satisfy all the earth and space

science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12;

- d. Three and one-half credits of social studies, including credit for a course in government and citizenship in either grade 11 or 12 for students beginning grade 9 in the 2024-2025 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under section 120B.021, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
- e. One credit of the arts sufficient to satisfy all of the academic standards in the arts. Public elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance; media arts; music; theater; and visual arts. Public high schools must offer at least three and require at least one of the following five arts areas: media arts; dance; music; theater; and visual arts;
- f. Credits sufficient to satisfy the state standards in physical education;
- g. Health, for which locally developed academic standards apply. The department may modify SHAPE America (Society of Health and Physical Educators) standards and adapt the national standards to accommodate state interest. The modification and adaptations must maintain the purpose and integrity of the national standards. The department must make available sample assessments, which school districts may use as an alternative to local assessments, to assess students' mastery of the physical education standards beginning in the 2018-2019 school year. A school district may include child sexual abuse prevention instruction in a health curriculum, consistent with locally developed health standards. Child sexual abuse prevention instruction may include age-appropriate instruction on recognizing sexual abuse and assault, boundary violations, and ways offenders groom or desensitize victims, as well as strategies to promote disclosure, reduce self-blame, and mobilize bystanders. A school district may provide instruction under this paragraph in a variety of ways, including at an annual assembly or classroom presentation. A school district may also provide parents information on the warning signs of child sexual abuse and available resources; and
- h. A minimum of seven elective credits.
- i. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.
- j. For purposes of applicable federal law, the academic standards for language arts, mathematics, and science apply to all public school students, except the very few students with extreme cognitive or physical impairments for whom

an individualized education program team has determined that the required academic standards are inappropriate. An individualized education program team that makes this determination must establish alternative standards.

k. Credit equivalencies

- i. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies as referenced in Section 6.d.
- ii. An agriculture science or career and technical education credit may fulfill the elective science credit required under Section 6.c, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Section 6.c, if the credit meets the state chemistry or physics academic standards as approved by the district. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Section 6.c.
- iii. An agricultural, food, and natural resources education teacher is not required to meet the requirements of Minnesota Rules, part 3505.1150, subpart 2, item B, to meet the credit equivalency requirements of Section 6.k.ii.
- iv. A career and technical education credit may fulfill a mathematics or arts credit requirement under Section 6.b. or 6.e.
- v. A computer science credit may fulfill a mathematics credit requirement under Section 6.b., if the credit meets state academic standards in mathematics.
- vi. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Section 6.b. or 6.c, if the credit meets the state academic standards in mathematics or science.
- vii. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

7. OTHER GRADUATION REQUIREMENTS

- a. *Testing.* Students must meet state testing requirements.
- b. *Personal Learning Plan.* Each student must develop a plan for smooth and successful transition to postsecondary education or employment and meet yearly milestones established in that plan.
- c. *Ethnic Studies Course.* Each student, beginning with those graduating in 2025, must earn a passing grade in an Ethnic Studies course.

8. EARLY GRADUATION

- a. All course or standards and credit requirements must be met;
- b. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- c. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

9. CREDIT REQUIREMENTS FOR GRADUATION

- a. ~~Required Credits. A minimum of twenty one and a half (21.5) year-long credits is required for graduation. These credits include:~~
 - i. ~~Four (4) year-long credits in Language Arts;~~
 - ii. ~~Three and a half (3.5) year-long credits in Social Studies encompassing~~
 - ~~(1) United States history;~~
 - ~~(2) human geography;~~
 - ~~(3) world history; and~~
 - ~~(4) government and citizenship; and~~
 - ~~(5) economics. Economics courses may be taught through the social studies department or the business department.~~
 - iii. ~~Three (3) year-long credits in Mathematics encompassing, at a minimum:~~
 - ~~(1) One (1) year-long credit in geometry~~
 - ~~(2) One (1) year-long credit in algebra II or statistics and probability~~
 - ~~(3) Completion of an Algebra I course credit while enrolled in grades nine through twelve (9-12) shall earn an elective credit only.~~
 - iv. ~~Three (3) year-long credits in Science, encompassing at a minimum:~~
 - ~~(1) One (1) year-long credit in biology; and~~
 - ~~(2) One (1) year-long credit in either chemistry or physics.~~
 - v. ~~One (1) year-long credit in the arts;~~
 - vi. ~~One half (0.5) year-long credit in Physical Education;~~
 - vii. ~~One half (0.5) year-long credit in Health;~~
 - viii. ~~Five and one half (5.5) year-long elective credits.~~
- b. ~~Career and Technical Education Courses. The Superintendent may designate certain career and technical education courses that meet the same academic standards to satisfy the credit requirements of the science, mathematics or arts requirements established above.~~

10. OTHER GRADUATION REQUIREMENTS

- a. ~~Testing. Students must meet state testing requirements.~~
- b. ~~Personal Learning Plan. Each student must develop a plan for smooth and successful transition to postsecondary education or employment and meet yearly milestones established in that plan.~~
- c. ~~Ethnic Studies Course. Each student, beginning with those graduating in 2025, must earn a passing grade in an Ethnic Studies course.~~

11. DEFINITIONS

- a. “year-long credit” is the equivalent of the successful completion of an academic year of study or student mastery of applicable state standards.
- b. “Personal Learning Plan” is the plan using the career and college exploration and decision-assisting curriculum framework used by Minneapolis Public Schools.
- e. "Ethnic Studies courses" are identified as such by the Teaching & Learning Department and include explicit exploration of identity and intersectionality, prioritize the history and culture of historically marginalized groups, include the history and current role of race, racism, and anti-racist work, and include interdisciplinary learning that leads to action.

12. IMPLEMENTATION

- a. The Superintendent may develop procedures and policies to implement this policy.
- b.

Original Adoption:

01/07/1974

Revision Dates:

04/08/1980, 06/12/1984, 08/13/1985, 07/15/1986, 09/26/1989, 06/30/1998, 6/26/2007, 11/10/2009, 01/13/2015, 11/10/2020

Legal References:

- [Minn. Stat. § 120B.018 \(Definitions\)](#)
- [Minn. Stat. § 120B.02 \(Educational Expectations and Graduation Requirements for Minnesota’s Students\)](#)
- [Minn. Stat. § 120B.021 \(Required Academic Standards\)](#)
- [Minn. Stat. § 120B.023 \(Benchmarks\)](#)
- [Minn. Stat. § 120B.024 \(Credits\)](#)
- [Minn. Stat. § 120B.07 \(Early Graduation\)](#)
- [Minn. Stat. § 120B.11 \(School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce\)](#)
- [Minn. Stat. § 120B.125 \(Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans\)](#)
- [Minn. Stat. § 120B.30 \(Statewide Testing and Reporting System\)](#)
- [Minn. Rules Parts 3501.0640-3501.0655 \(Academic Standards for Language Arts\)](#)
- [Minn. Rules Parts 3501.0700-3501.0745 \(Academic Standards for Mathematics\)](#)
- [Minn. Rules Part 3501.0820 \(Academic Standards for the Arts\)](#)
- [Minn. Rules Parts 3501.0900-3501.0955 \(Academic Standards in Science\)](#)
- [Minn. Rules Parts 3501.1300-3501.1345 \(Academic Standards for Social Studies\)](#)
- [Minn. Rules Parts 3501.1400-3501.1410 \(Academic Standards for Physical Education\)](#)
- [20 U.S.C. § 6301, et seq. \(Every Student Succeeds Act\)](#)

- ~~Minn. Stat. §120B.02 (Educational Expectations for Minnesota's Students)Minn. Stat. §120B.023 (Benchmarks)Minn. Stat. §120B.024 (Graduation Requirements; Course Credits)Minn. Stat. §120B.11 (School District Process)Minn. Rules Parts 3501.0505–3501.0635 (K-12 Standards)~~

MPS Policy Cross References:

- Policy 6273 (Local Standards and Assessments)
- Policy 6274 (State Required Assessments)
- Regulation 5391 A (Granting Credits)
- Regulation 5391 B (Graduation Requirements for Transfer Students)