



**SAINT PETER SCHOOL BOARD**  
**Regular Board Meeting**  
**Monday, September 19, 2022**  
**SPCC-Governor's Room, 600 S. 5th St., Saint Peter, MN**  
**56082**  
**6:30 PM**

<b>I. Call Meeting to Order</b>	
<b>II. Pledge of Allegiance</b>	
<b>III. Consideration and Adoption of the Agenda</b>	
<b>IV. Consider Requests to Speak on the Agenda</b>	
<b>V. Approval of Consent Agenda Items</b>	<b>3</b>
<b>VI. Student Spotlight</b>	
1. Student Council Report	
<b>VII. Action Items</b>	
1. Consider Approval of Student Representatives to the School Board for 2022-2023	67
2. Consider Approval of an Agreement with Nicollet County Regarding a Shared Truancy Liaison Officer	68
3. Consider Second Reading of Revisions to the Policy Manual	74
4. Consider Policies for a Single Reading Due to Immaterial Changes	195
5. Consider Approval of an Individual Contract- Behavior Interventionist	232
6. Consider Approval of Tenure Action for a Probationary Teacher	234
7. Consider Certification of Preliminary 2022 Levy	236
<b>VIII. Information Items</b>	
1. First Reading of Revisions to the Policy Manual	240
2. Fundraising Plans by Site for 2022-2023	306
<b>IX. Reports</b>	
1. Building Principals	
2. Superintendent of Schools	
3. Board Members	
a. Around the Table	
<b>X. Upcoming Meetings of the School Board</b>	
Policy Committee	
Wednesday, September 28, 2022	
4:00PM	
DO	
Shared Programs Committee	
Thursday, September 29, 2022	
4:00PM	
City Hall-City Administrator's Conference Room	

Study Session  
Monday, October 3, 2022  
6:30PM  
SPMS-Media Center  
Joint City Council/School Board Meeting  
Wednesday, October 5, 2022  
5:30PM  
SPCC-Governor's Room  
Education Committee  
Tuesday, October 11, 2022  
1:00PM  
DO  
Business Committee  
Wednesday, October 12, 2022  
4:00PM  
DO  
Regular Board Meeting  
Monday, October 17, 2022  
6:30PM  
SPCC-Governor's Room  
XI. **Adjournment**



## ADDENDUM

### REGULAR BOARD MEETING Monday, September 19, 2022 SPCC-Governor's Room 6:30PM

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#### V. CONSENT AGENDA

1. Approval of the Regular Board Meeting minutes of August 15, 2022.
2. Approval of the Study Session minutes of September 12, 2022.
3. Approval of Bills (\$1,774,147.82) and Wire Transfers (\$3,692,076.24) for August 2022.
4. Gifts and Donations
  - a. The acceptance of an in-kind + \$753 donation from the Govenaires Performing Arts Association to support music lessons with Saint Peter Community & Family Education.
5. Personnel
  - a. The approval of the hiring of a Cook/Dishwasher (Laura Mendoza) at Saint Peter High School beginning August 22, 2022.
  - b. The approval of the hiring of a Cook/Dishwasher (Sandra Lynch) at Saint Peter High School beginning August 22, 2022.
  - c. The approval of the hiring of a Sub Cook/Dishwasher (Tiffany Skramstad) at Saint Peter High School beginning August 22, 2022.
  - d. The approval of the hiring of a Sub Cook/Dishwasher (Heidi Christensen) at Saint Peter High School beginning August 22, 2022.
  - e. The approval of the hiring of a Sub Cook/Dishwasher (Diana Todnem) at Saint Peter High School and MVED beginning August 22, 2022.
  - f. The approval of the hiring of a Lead Cook (Alyza Wildes) at Saint Peter Middle School beginning August 22, 2022.

- g. The approval of the hiring of a Cook/Dishwasher (Diana Todnem) at Saint Peter Middle School beginning August 22, 2022.
- h. The approval of the hiring of a Cook/Dishwasher (Barbara Lyons) at Saint Peter Middle School beginning August 22, 2022.
- i. The approval of the hiring of a Cook/Dishwasher (Jessica Sikkema) at Saint Peter Middle School beginning August 22, 2022.
- j. The approval of the hiring of a Cook/Dishwasher (Elizabeth Roesch) at North Elementary School beginning August 22, 2022.
- k. The approval of the hiring of a Cook/Dishwasher (Carol Robb) at North Elementary School beginning August 22, 2022.
- l. The approval of the hiring of a Special Education Paraprofessional (Steven Sassenberg) at North Elementary for the 2022-2023 school year.
- m. The approval of the hiring of a social studies teaching fellow (Matt Weets) at Saint Peter High School for the 2022-2023 school year.
- n. The acceptance of a one year-absence for a paraprofessional (Cindy Bruce) at South Elementary for the 2022-2023 school year.
- o. The acceptance of the resignation of a paraprofessional (Angie Fogal) at Saint Peter High School.
- p. The acceptance of the resignation of a paraprofessional (Will Bennett) at Saint Peter High School.
- q. The approval of the hiring of a paraprofessional (Tanner Nadeau) at Saint Peter High School for the 2022-2023 school year.
- r. The approval of the hiring of a paraprofessional (Kelly Brancamp) at Saint Peter Middle School for the 2022-2023 school year.
- s. The approval of the hiring of a .5 special education and .5 science teacher (Ryan Timmerman) at Hoffmann Learning Center for the 2022-2023 school year.
- t. The approval of the hiring of a Cook/Dishwasher (Debra Weber) at Saint Peter Middle School beginning August 22, 2022.
- u. The approval of the hiring of a Cook/Dishwasher (Sharon Hoffman) at Saint Peter Middle School beginning August 22, 2022.

- v. The approval of the hiring of a Saints Overtime Assistant (Kaia Meyer) with Saint Peter Community and Family Education for the 2022-2023 school year.
- w. The approval of the continued employment for 22 Saints Overtime Assistants with Saint Peter Community and Family Education for the 2022-2023 school year.
- x. The acceptance of the resignation of a Saints Overtime Assistant (Amara Packey) with Saint Peter Community and Family Education effective August 19, 2022.
- y. The acceptance of the resignation of a Saints Overtime Assistant (Cassandra Larsen) with Saint Peter Community and Family Education effective August 19, 2022.
- z. The acceptance of the resignation of a Saints Overtime Assistant (Claire Bratland) with Saint Peter Community and Family Education effective August 19, 2022.
- aa. The acceptance of the resignation of a Saints Overtime Assistant (Payton Portugue) with Saint Peter Community and Family Education effective August 19, 2022.
- bb. The approval of the hiring of a part-time housekeeper (Barry Richards) at Saint Peter High School beginning August 29, 2022.
- cc. The acceptance of the resignation of and IT Support Specialist (Dana Owens) with Saint Peter Public Schools effective August 29, 2022.
- dd. The approval of the hiring of a special education and traffic support paraprofessional (Amber Roberts) at South Elementary for the 2022-2023 school year.
- ee. The approval of the hiring of a paraprofessional (Teresa Saum) at Saint Peter Middle School for the 2022-2023 school year.
- ff. The approval of reduction of hours for a paraprofessional (Tasha Timmerman) at Saint Peter Middle School due to her acceptance of an office support position with Rock Bend.
- gg. The approval of the hiring of a part-time housekeeper (Nick Negron) at Saint Peter High School for the 2022-2023 school year.

- hh. The acceptance of the resignation of a Paraprofessional (Mary Ceplecha) at Saint Peter Early Childhood Special Education.
- ii. The approval of the hiring of a Saints Overtime Assistant (Jessica Logue) with Saint Peter Community and Family Education for the 2022-2023 school year.
- jj. The approval of the hiring of a .50 FTE Math Intervention teacher (Ethan Sindelir) at North Elementary for the 2022-2023 school year.
- kk. The approval of the hiring of a paraprofessional (Tiffany Carlson) at Saint Peter Middle School for the 2022-2023 school year.
- ll. The approval of a maternity leave for a North Elementary Teacher (Abby Ramirez) from November 24, 2022 to February 24, 2023.
- mm. The approval of a maternity leave for a North Elementary Teacher (Kari Malz) from December 20, 2022 to March 14, 2023.
- nn. The approval of the hiring of a Sub Cook/Dishwasher (Laura Mendoza) at Saint Peter High School beginning August 22, 2022.
- oo. The approval of the hiring of a Sub Cook/Dishwasher (Skyler Price) at Saint Peter Middle School beginning September 1, 2022.
- pp. The approval of the hiring of a paraprofessional (Kady Larson) at North Elementary beginning September 20, 2022.
- qq. The acceptance of the end of employment for a paraprofessional (Faiza Mohamound) at South Elementary effective May 26, 2022.
- rr. The approval of the hiring of a paraprofessional (Zuleika Abdi) at South Elementary beginning September 26, 2022.
- ss. The acceptance of the resignation of a Title I paraprofessional (Pamela Wood) at South Elementary effective September 30, 2022.
- tt. The acceptance of the resignation of an office support staff (Tamara Mayer) at Saint Peter High School effective September 16, 2022.
- uu. The approval of Fall Coaches and Advisors for the 2022-2023 school year.
- vv. The approval of a lease reduction due to less space usage at Oshawa Learning Academy beginning September 19, 2022.

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

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

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

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A Regular Board Meeting of the School Board of Saint Peter Public Schools was held Monday, August 15, 2022, beginning at 6:30 PM in the SPCC-Governor's Room.

- I. **Call Meeting to Order**-6:33PM, Leonard
- II. **Pledge of Allegiance**
- III. **Consideration and Adoption of the Agenda**-(Dixon/Stuewe, unanimous)
- IV. **Consider Requests to Speak on the Agenda**
- V. **Approval of Consent Agenda Items**-(Lokensgard/Martens, unanimous)
  - 1. Approval of the Study Session minutes of July 18, 2022.
  - 2. Approval of the Regular Board Meeting minutes of July 18, 2022.
  - 3. Approval of Bills (\$2,180,239.35) and Wire Transfers (\$6,380,164.31) for July 2022.
  - 4. Gifts and Donations
  - 5. Personnel
    - a. The approval of the hiring of a Custodian Engineer (Sydnee Jahnke) at Saint Peter Middle school beginning August 1, 2022
    - b. The acceptance of the resignation of a .50 FTE Title 1 math intervention teacher (Lauren Hagen) at North Elementary.
    - c. The approval of the hiring of an Office Support position (Tasha Timmerman) for the Alternative Schools & Programs beginning August 2, 2022.
    - d. The acceptance of a paraprofessional transfer (Brock Hanson) from Oshawa Learning Academy to Saint Peter High School.
    - e. The approval of the hiring of a head custodian (Jerry Doyle) at Saint Peter Middle School beginning April 11, 2022.
    - f. The acceptance of the resignation of a paraprofessional (Aislinn Hayes) at Oshawa Learning Academy.
    - g. The approval of the hiring of a math teacher (Heidi Niemeyer) at Saint Peter High School/Rock Bend for the 2022-2023 school year.

- h. The approval of the hiring of a custodial engineer (Justin Hohn) at North Elementary beginning August 1, 2022.
- i. The acceptance of the resignation of a paraprofessional (Samara Perkins) at Saint Peter Middle School.
- j. The approval of the hiring of a TOSA Assignment-Technology Coordinator (Michael Johnson) with Saint Peter Public Schools.
- k. The acceptance of the resignation of a 7<sup>th</sup>/8<sup>th</sup> Grade Social Studies teacher (Andrew Viker) at Saint Peter Middle School.
- l. The approval of a stipend for the Early Childhood Assistant for additional duties due to an open position was set at \$4,603.50.
- m. The acceptance of the resignation of a paraprofessional (Drew Obermiller) at North Elementary. His final day was May 26, 2022.
- n. The approval of a contract with Story North Productions for video production.
- o. The approval of the hiring of a special education & traffic support paraprofessional (Hannah J. Johnson) at South Elementary for the 2022-2023 school year.
- p. The approval of a contract adjustment to cap insurance at \$13,500 for 2022-2023 for the Administrative Assistant to the Superintendent.
- q. The approval of the hiring of a social studies teacher (John Bartholow) at Saint Peter Middle School for 2022-2023. This is a replacement position.
- r. The approval of the hiring of a full-time, long-term 7<sup>th</sup>/8<sup>th</sup> grade PE substitute (Rene Moriarty) at Saint Peter Middle School. This is due to a planned maternity leave.
- s. The acceptance of the resignation of a paraprofessional (Cori Irwin) at Rock Bend ALC effective immediately.
- t. The approval of the hiring of a first grade teacher (Emily Elverum) at South Elementary for 2022-2023. This is a new position created due to enrollment numbers.
- u. The approval of a transfer for a paraprofessional (Cindy Bruce) to a Behavior interventionist at South Elementary. This is a new position created to better support the social, emotional and behavioral needs of South's students.

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#### **VI. Action Items**

1. Consider Approval of 2022-2023 COVID Protocols-(Potts/Martens, unanimous)
2. Consider Approval of Superintendent Goals for 2022-2023-(Dixon/Kautt, unanimous)
3. Consider Adoption of Handbooks for 2022-2023-(Dixon/Lokensgard, unanimous)
4. Consider Approval of Substitute Rates for 2022-2023-(Lokensgard/Potts, unanimous)
5. Consider Approval of a Three-Year Lease with the City of Saint Peter for Saint Peter Community and Family Education-(Stuewe/Lokensgard, unanimous)
6. Consider Approval of Changes to the 2022-2023 Mobile Device Handbook-(Martens/Dixon, unanimous)
7. Consider Approval of Adult Lunch Price Revision for 2022-2023-(Dixon/Kautt, unanimous)

8. Consider an MOU with the Paraprofessionals Regarding a Newly Created Certified Intervener Position-(Dixon/Kautt, unanimous)
9. Consider Approval of a Three-Year Contract with Superintendent of Schools for 2023-2026-(Lokensgard/Kautt, unanimous)

**VII. Information Items**

1. Building & Grounds Update

Sharon Peterson, the Operations and Maintenance Supervisor, gave an update on large summer district projects. The North carpeting project is complete. The Early Childhood/District Office parking lot project is complete. A punch list for some repairs has been created and these items will be fixed prior to the beginning of school.

2. Summer Programs Update

Ytve Prafke, Special Programs Administrator, gave an update:

**Read and Feed**

- Marked it's 13 summer this year
- A total of 5,559 breakfasts and 11,003 lunches were served over 51 days

**Targeted Services (Summer School) K-8**

- Self-supporting program
- June 28-July 27 (18 days)
- Over 156 students attended

**9-12 Credit Recovery**

- 101 students attended with 160 ½ credit courses successfully completed

**ESY (Extended School Year)**

- Everything went off without a hitch

**VIII. Reports**

1. Building Principals

**District Wide:** Please complete free and reduced lunch applications

**Early Childhood:**

Parking lot is complete  
 Preschool openings still available

**South & North:**

Teacher assignments are available for all grades  
 Please register for back to school conferences  
 Please register for bussing  
 Carpeting at North is now complete  
 New LED display panels are installed  
 Souths Star Pride team has been awarded a \$2,000 Kindness Grant  
 An additional section of 1<sup>st</sup> grade has been added, totalling 7 for this school year

**Middle School:**

New Lighting and paint in the the 7<sup>th</sup> and 8th grade hallways  
 Jump Start, 5<sup>th</sup> grade orientation, is this week  
 New to district orientation is next week  
 The Middle School has 8 new staff members

**High School:**

Schedules are live

**Alternative Programs:**

A few opening at Rock Bend yet  
Back to school conferences are coming up  
OLA will run on the schedule as SPHS

2. Superintendent of Schools

- The remainder of the North carpeting project will be finished next year
- Broadway and Sunrise intersection construction began today-As a reminder, Lincoln
- Drive is not public road
- Fill out your Free and Reduced Lunch forms
- Enrollment is currently up roughly 60 students from the end of last school year
- Very excited to welcome our students back and having a great year

3. Board Members

a. Around the Table

Martens: The League of Women’s Voters has granted 3 fellowships to Saint Peter High School Students, kudos to Mr. Graff on his work with NAPAC

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Dixon: Excited for a “normal” start to a great school year

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

Policy Committee  
Tuesday, August 30, 2022  
4:00PM  
DO

Study Session with Longview Education  
Monday, September 12, 2022  
6:30PM  
SPMS-Media Center

Education Committee  
Tuesday, September 13, 2022  
1:00PM  
SPMS-Conference Room A/B

Business Committee  
Tuesday, September 14, 2022  
4:00PM  
SPMS-Conference Room A/B

Regular Board Meeting  
Monday, September 19, 2022  
6:30PM  
SPCC-Governor’s Room

X. **Adjournment**-7:42 (Stuewe/Martens, unanimous)

Dated: September 19, 2022

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Charlie Potts, Board Clerk

# Minutes of Study Session

## The School Board Saint Peter Public Schools

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

Others present: Superintendent Bill Gronseth

A Study Session of the School Board of Saint Peter Public Schools was held Monday, September 12, 2022, beginning at 6:30 PM in the Saint Peter Middle School-Media Center.

I. **Call Meeting to Order**-6:30PM (Martens/Lokensgard, unanimous)

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II. **Equity Workshop with Longview Education**- Longview Education is providing educational equity training to the Saint Peter School Board. The school board began working on a equity statement for District 508.

### III. **Upcoming Meetings of the School Board**

Education Committee  
Tuesday, September 13, 2022  
1:00PM  
DO

Business Committee  
Wednesday, September 14, 2022  
4:00PM  
DO

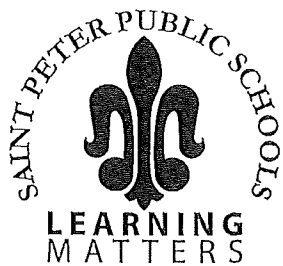
Regular Board Meeting  
Monday, September 19, 2022  
6:30PM  
SPCC-Governor's Room

IV. **Adjournment**-8:02PM (Dixon/Lokensgard, unanimous)

Dated: September 19, 2022

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Charlie Potts, 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: 9/12/2022  
To: Dr. Bill Gronseth - Superintendent  
From: Bee Ong - Finance Accountant  
Re: **Monthly Construction Bills, Board Bills,  
Payroll & Student Activity Amounts:**

13

Aug 2022 - Construction Account	\$0.00
Aug 2022 - Board Bills	\$753,330.52
Aug 2022 - Payroll Account	\$1,016,803.18
Aug 2022 - Student Activity	\$4,014.12
	<hr/>
	<u>\$1,774,147.82</u>

St. Peter Public Schools  
Wire Transfer Report

Aug-22

MSDLAF to USBank		0.00 (Feb/Aug bond pymt)
MSDLAF to FNB payroll account ACH	8/15/2022	485,000.00
MSDLAF to FNB payroll account ACH	8/31/2022	525,000.00
MSDLAF-Max to FNB BO	8/1/2022	275,000.00
MSDLAF-Max to FNB BO	8/15/2022	350,000.00
MSDLAF-Max to FNB BO	8/23/2022	505,000.00
MSDLAF-Max to CCF	8/24/2022	400,000.00
FNB-BO to BCBS - medicare health	8/23/22	17,102.00
Wire of federal payroll taxes	8/15/2022	168,153.12
Wire of federal payroll taxes	8/31/2022	151,356.43
Wire of state payroll taxes	8/1/2022	26,479.20
Wire of state payroll taxes	8/16/2022	28,316.41
PERA payments	8/16/2022	23,466.49
TRA payments	8/16/2022	93,083.25
Further	8/22/2022	10,694.29
Horace Mann	8/4/2022	2,114.00
Horace Mann	8/22/2022	2,114.00
Ameriprise/NBSGroup Bill	8/1/2022	1,600.00
Ameriprise/NBSGroup Bill	8/15/2022	1,600.00
Medsurety	8/1/2022	2,858.13
Medsurety	8/4/2022	101.90
Medsurety	8/5/2022	416.66
Medsurety	8/5/2022	504.00
Medsurety	8/5/2022	326,822.00
Medsurety	8/11/2022	676.16
Medsurety	8/17/2022	3,002.88
Medsurety	8/17/2022	13,792.00
Medsurety	8/25/2022	645.86
Colonial Life	8/2/2022	6,379.89
Health Equity	8/8/2022	2,981.56
Pioneer - Dental direct debits	8/1/2022	7,034.21
Pioneer - Dental direct debits	8/9/2022	4,551.85
Pioneer - Dental direct debits	8/15/2022	6,786.42
Pioneer - Dental direct debits	8/22/2022	7,030.74
Pioneer - Dental direct debits	8/23/2022	1,556.50
Pioneer - Dental direct debits	8/29/2022	9,118.39
CCF - BCBS debits	8/4/2022	81,928.64
CCF - BCBS debits	8/11/2022	28,262.03
CCF - BCBS debits	8/18/2022	73,593.93
CCF - BCBS debits	8/25/2022	47,893.35
Electronic Deposit Fees - Gateway	8/3/2022	20.00
Electronic Deposit Fees - Merch Billing	8/5/2022	39.95
<b>Total Wires</b>		<b>3,692,076.24</b>



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

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

**SUBJECT: Donation**

**DATE: September 1, 2022**

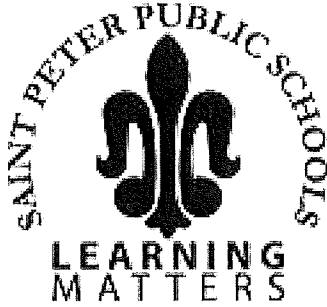
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The Govenaires Performing Arts Association is partnering with Saint Peter Community & Family Education to offer a series of music lessons. They are providing trained instructors and a \$753 donation to help defray some of the participant fees for the following music lessons:

- Colorguard: Beginning Flag and Choreography
- Private Lessons: Brass Instruments
- Private Lessons: Percussion

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We are very grateful for their generosity and commitment to inspiring people through music. I recommend that you accept this donation.



**MEMO TO:** Members of the School Board  
Bill Gronseth

**FROM:** Emily Craig

**DATE:** August 12th, 2022

**SUBJECT:** Food Service Hire

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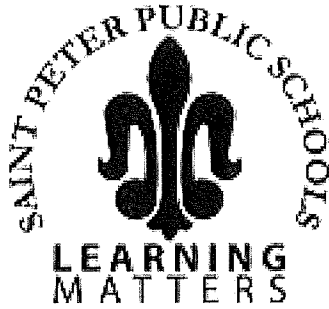
I am pleased to recommend Laura Mendoza for the position of Cook/Dishwasher in the Food Service Department.

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**NEW EMPLOYEE SUMMARY**

- **Laura Mendoza**
  - Cook/Dishwasher St. Peter High School
  - Step 2-Credit given for year one through Food Service MOU
  - Lane-Unassigned
  - 2022-2023 Rate-\$14.48 per hour
  - Laura will be contracted 5.5 hours for 177 days
  - Start Date: August 22nd, 2022

CC: Laura Mendoza



**MEMO TO:** Members of the School Board  
Bill Gronseth

**FROM:** Emily Craig

**DATE:** August 12th, 2022

**SUBJECT:** Food Service Hire

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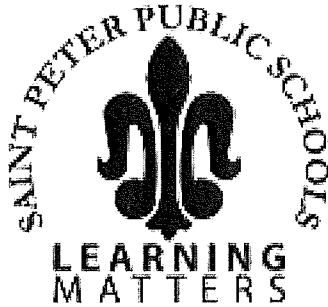
I am pleased to recommend Sandra Lynch for the position of Cook/Dishwasher in the Food Service Department.

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**NEW EMPLOYEE SUMMARY**

- **Sandra Lynch**
  - Cook/Dishwasher St. Peter High School
  - Step 2-Credit given for year one through Food Service MOU
  - Lane-Unassigned
  - 2022-2023 Rate-\$14.48 per hour
  - Sandra will be contracted 3 hours for 177 days
  - Start Date: August 22nd, 2022

CC: Sandra Lynch



**MEMO TO:** Members of the School Board  
Bill Gronseth

**FROM:** Emily Craig

**DATE:** August 12th, 2022

**SUBJECT:** Food Service Hire

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I am pleased to recommend Tiffany Skramstad for the position of Cook/Dishwasher in the Food Service Department.

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**NEW EMPLOYEE SUMMARY**

- **Tiffany Skramstad**
  - Sub Cook/Dishwasher St. Peter High School
  - Step 2-Credit given for year four through Food Service MOU
  - Lane-Unassigned
  - 2022-2023 Rate-\$14.48 per hour
  - Tiffany will complete timesheets for her hours.
  - Start Date: August 22nd, 2022

CC: Tiffany Skramstad



**MEMO TO:** Members of the School Board  
Bill Gronseth

**FROM:** Emily Craig

**DATE:** August 12th, 2022

**SUBJECT:** Food Service Hire

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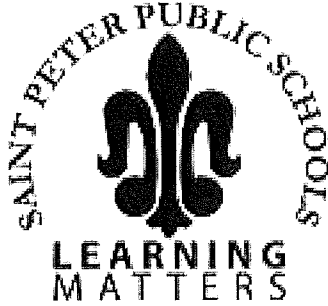
I am pleased to recommend Heidi Christensen for the position of Cook/Dishwasher in the Food Service Department.

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**NEW EMPLOYEE SUMMARY**

- **Heidi Christensen**
  - Sub Cook/Dishwasher St. Peter High School
  - Lane-Unassigned
  - 2022-2023 Rate-\$14.48 per hour
  - Heidi will complete timesheets for her hours.
  - Start Date: August 22nd, 2022

CC: Heidi Christensen



**MEMO TO:** Members of the School Board  
Bill Gronseth

**FROM:** Emily Craig

**DATE:** August 12th, 2022

**SUBJECT:** Food Service Hire

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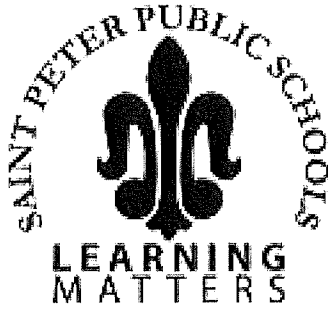
I am pleased to recommend Diana Todnem for the position of sub Cook/Dishwasher in the Food Service Department.

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**NEW EMPLOYEE SUMMARY**

- **Diana Todnem**
  - Sub Cook/Dishwasher St. Peter High/Mnved School
  - Step 2-Credit given for year three through Food Service MOU
  - Lane-Unassigned
  - 2022-2023 Rate-\$14.48 per hour
  - Diana will complete timesheets for her hours.
  - Start Date: August 22nd, 2022

CC: Diana Todem



**MEMO TO:** Members of the School Board  
Bill Gronseth

**FROM:** Emily Craig

**DATE:** August 12th, 2022

**SUBJECT:** Food Service Hire

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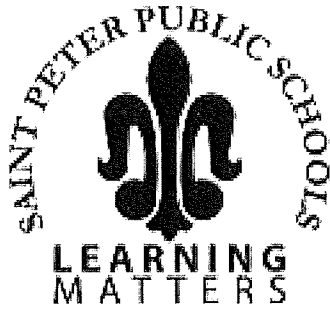
I am pleased to recommend Alyza Wildes for the position of Middle School lead cook in the Food Service Department.

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**NEW EMPLOYEE SUMMARY**

- **Alyza Wildes**
  - Middle School lead Cook
  - Lane-Unassigned
  - Food safe certification additional .10
  - 2022-2023 Rate-\$16.48 per hour
  - Alyza Wildes will be contracted 7 hours for 177 days
  - Start Date: August 22nd, 2022

CC: Alyza Wildes



**MEMO TO:** Members of the School Board  
Bill Gronseth

**FROM:** Emily Craig

**DATE:** August 12th, 2022

**SUBJECT:** Food Service Hire

---

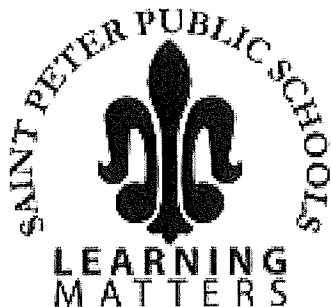
I am pleased to recommend Taleah Roesch for the position of Cook/Dishwasher in the Food Service Department.

22

**NEW EMPLOYEE SUMMARY**

- **Taleah Roesch**
  - Cook/Dishwasher St. Peter Middle School
  - Step 2-Credit given for year three through Food Service MOU
  - Lane-Unassigned
  - 2022-2023 Rate-\$14.48 per hour
  - Taleah will be contracted 5.5 hours for 177 days
  - Start Date: August 22nd, 2022

CC: Taleah Roesch



**MEMO TO:** Members of the School Board  
Bill Gronseth

**FROM:** Emily Craig

**DATE:** August 12th, 2022

**SUBJECT:** Food Service Hire

---

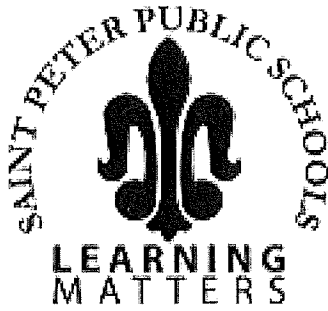
I am pleased to recommend Barbara Lyons for the position of Cook/Dishwasher in the Food Service Department.

23

**NEW EMPLOYEE SUMMARY**

- **Barbara Lyons**
  - Cook/Dishwasher St. Peter Middle School
  - Step 2-Credit given for year one through Food Service MOU
  - Lane-Unassigned
  - 2022-2023 Rate-\$14.48 per hour
  - Barbara will be contracted 4 hours for 177 days
  - Start Date: August 22nd, 2022

CC: Barbara Lyons



**MEMO TO:** Members of the School Board  
Bill Gronseth

**FROM:** Emily Craig

**DATE:** August 12th, 2022

**SUBJECT:** Food Service Hire

---

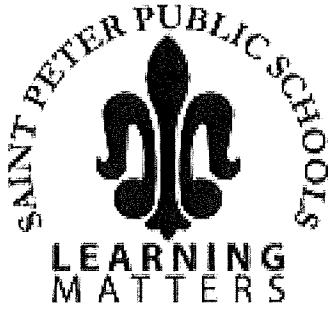
I am pleased to recommend Jessica Sikkema for the position of Cook/Dishwasher in the Food Service Department.

24

**NEW EMPLOYEE SUMMARY**

- **Jessica Sikkema**
  - Cook/Dishwasher St. Peter Middle School
  - Lane-Unassigned
  - 2022-2023 Rate-\$14.48 per hour
  - Jessica will be contracted 5 hours for 177 days
  - Start Date: August 22nd, 2022

CC: Jessica Sikkema



**MEMO TO:** Members of the School Board  
Bill Gronseth

**FROM:** Emily Craig

**DATE:** August 12th, 2022

**SUBJECT:** Food Service Hire

---

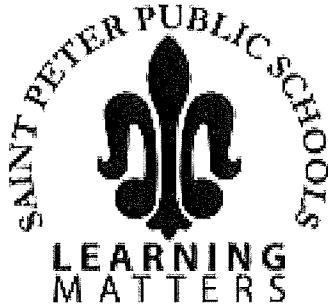
I am pleased to recommend Elizabeth Roesch for the position of Cook/Dishwasher in the Food Service Department.

25

**NEW EMPLOYEE SUMMARY**

- **Elizabeth Roesch**
  - Cook/Dishwasher St. Peter North Elementary
  - Step 2-Credit given for year five through Food Service MOU
  - Lane-Unassigned
  - 2022-2023 Rate-\$14.48 per hour
  - Elizabeth will be contracted 6.5 hours for 177 days
  - Start Date: August 22nd, 2022

CC: Elizabeth Roesch



MEMO TO: Members of the School Board  
Bill Gronseth

FROM: Emily Craig

DATE: August 12th, 2022

SUBJECT: Food Service Hire

---

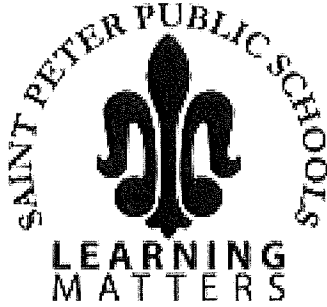
I am pleased to recommend Carol Robb for the position of Cook/Dishwasher in the Food Service Department.

26

**NEW EMPLOYEE SUMMARY**

- **Carol Robb**
  - Cook/Dishwasher St. Peter North Elementary
  - Lane-Unassigned
  - 2022-2023 Rate-\$14.48 per hour
  - Carol will be contracted 5 hours for 177 days
  - Start Date: August 22nd, 2022

CC: Carol Robb



MEMO TO: Mr. Bill Gronseth  
District 508 School Board

FROM: Darin Doherty, Principal  
North Elementary School

DATE: August 17, 2022

SUBJECT: Special Education Paraprofessional  
Hire

---

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

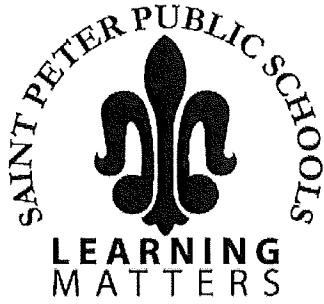
- **Steven Sassenberg** - 6.75 hours/student contact day at \$15.25/hour (Step 1/Lane A).

27

Steve has worked as a substitute paraprofessional at North Elementary for the last two years, and now he can work regularly. We are very excited to welcome Steve back to North!

If you have any questions, please contact me.

CC: [steven.sassenberg@gmail.com](mailto:steven.sassenberg@gmail.com)  
[grp\\_hire\\_para@stpeterschools.org](mailto:grp_hire_para@stpeterschools.org)



**MEMO TO:** Members of the School Board  
Bill Gronseth

**FROM:** Annette Engeldinger

**DATE:** August 17, 2022

**SUBJECT:** Social Studies Fellow

---

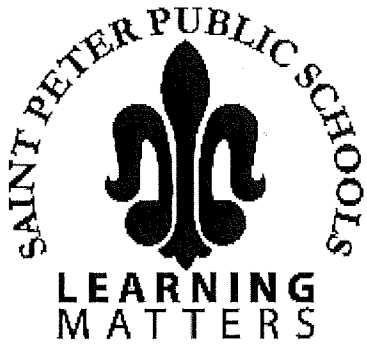
Applications were received and interviews took place for the 1.0 Saint Peter High School Social Studies teaching fellowship position.

I am pleased to welcome Matthew Weets to the high school. Matthew is a graduate of Concordia College in Moorhead and will be earning his master's degree at Minnesota State University, Mankato while teaching social studies at Saint Peter High School. We are excited to have him on our team! 28

**NEW EMPLOYEE SUMMARY**

- **Matthew Weets**
  - 1.0 FTE
  - Start Date: 2022-2023 school year

CC: Matthew Weets  
grp\_hire\_certified



**MEMO TO:** Bill Gronseth, Ytve Prafke, Tasha  
Timmerman, St. Peter School Board

**FROM:** Doreen Oelke, South Elem. Principal

**DATE:** August 21, 2022

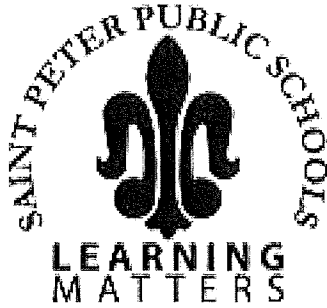
**SUBJECT:** Paraprofessional Leave Memo

---

I would like to request a one year leave of absence for Cindy Bruce from her paraprofessional position at South Elementary. The reason for this leave is because Ms. Bruce has accepted the behavior interventionist position at South for the 2022-2023 school year. Please feel free to contact me if you have any questions regarding this recommendation.

29

Cc:  
Tara Johnson  
Cindy Bruce



MEMO TO: Members of the School Board  
Mr. Bill Gronseth

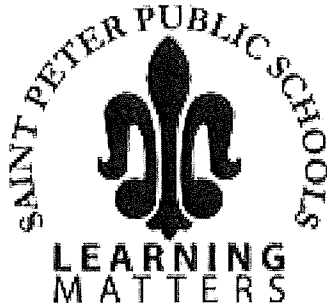
FROM: Annette Engeldinger

DATE: August 19, 2022

SUBJECT: Paraprofessional Resignation

---

Please accept the resignation of Angie Fogal, special education paraprofessional at Saint Peter High School. We thank Angie for her years of service to the district and her work with the students at Saint Peter High School. She will be greatly missed, but we wish her all the best!



MEMO TO: Members of the School Board  
Mr. Bill Gronseth

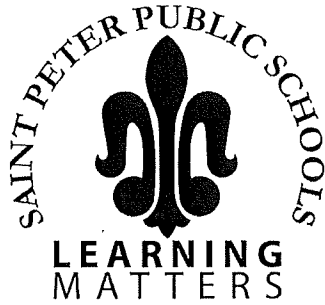
FROM: Annette Engeldinger

DATE: August 19, 2022

SUBJECT: Paraprofessional Resignation

---

Please accept the resignation of Will Bennett, special education paraprofessional at Saint Peter High School. We thank Will for his service to the district and his work with the students at Saint Peter High School. We wish him all the best!



**TO:** Mr Bill Gronseth  
Members of the School Board

**FROM:** Annette Engeldinger

**DATE:** August 19, 2022

**RE:** Personnel Recommendation  
Paraprofessional Position

---

32

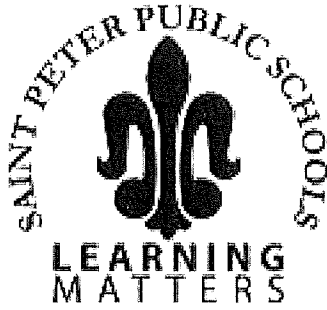
Applications were received and interviews took place for a high school paraprofessional position. I am happy to recommend the hiring of Tanner Nadeau as a special education paraprofessional at the High School, effective August 29, 2022. Tanner is our varsity boy's soccer coach and comes to us with 5 years of experience as a paraprofessional at MVED. This is a replacement position due to a resignation.

#### **NEW EMPLOYEE SUMMARY**

- Tanner Nadeau
  - Step 6, Lane A at the rate of \$17.25 per hour
  - 6.75 hours, student contact days, only

Please let me know if you have any questions.

cc: Tanner Nadeau



MEMO TO: Bill Gronseth, Superintendent  
School Board

FROM: Jon Graff

DATE: August 19, 2022

SUBJECT: Para Hire

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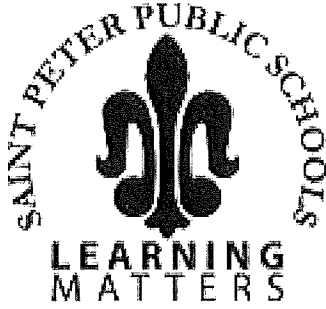
Applications were received and interviews took place for a paraprofessional position at Saint Peter Middle School. I am pleased to recommend Kelly Brancamp for the position.

**EMPLOYEE SUMMARY**

- **Kelly Brancamp**
  - Step 1 at a rate of \$15.55/hour.
  - Start date: 2022-2023 School Year
  - 6.75 hours/student contact day

33

CC: Kelly Brancamp  
grp\_hire\_para



**MEMO TO:** Members of the School Board  
Bill Gronseth, Superintendent

**FROM:** Jana Sykora

**DATE:** August 1, 2022

**SUBJECT:** HLC Special Education

---

Applications were received and interviews took place for a .5 special education and .5 science teaching positions at Hoffmann Learning Center. This is a replacement position, created as a result of the requirements of the teacher licensing structure.

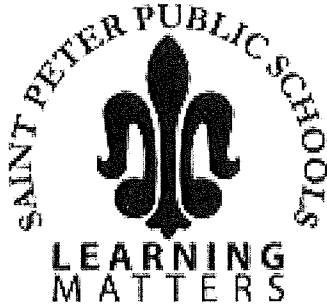
I am pleased to recommend Ryan Timmerman for the position. Ryan has a BA degree in Biology from Saint Olaf College, a Master's of Environmental Science Education from the University of Minnesota, Duluth, and is in the process of enrolling at Mankato State to complete a special education teacher licensure program. He will be teaching under a Tier II license. This will be the 6th year Ryan has taught in the district as a special education and multi-subject teacher.

34

**NEW EMPLOYEE SUMMARY**

- **RYAN TIMMERMAN**
  - 1.0 FTE (.5 special education, .5 science)
  - Step 6/Lane: MA
    - \$60,902
    - Start Date: 2022-2023 school year

CC: grp\_hire\_certified  
Ryan Timmerman



**MEMO TO:** Members of the School Board  
Bill Gronseth

**FROM:** Emily Craig

**DATE:** August 22th, 2022

**SUBJECT:** Food Service Hire

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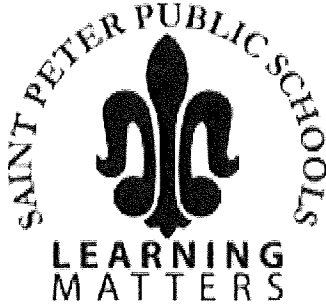
I am pleased to recommend Debra Weber for the position of Cook/Dishwasher in the Food Service Department.

35

**NEW EMPLOYEE SUMMARY**

- **Debra Weber**
  - Cook/Dishwasher St. Peter Middle School
  - Step 2-Credit given for year five through Food Service MOU
  - Lane-Unassigned
  - 2022-2023 Rate-\$14.48 per hour
  - Debra will be contracted 6 hours for 177 days
  - Start Date: August 22nd, 2022

CC: Debra Weber



MEMO TO: Members of the School Board  
Bill Gronseth

FROM: Emily Craig

DATE: August 22th, 2022

SUBJECT: Food Service Hire

---

I am pleased to recommend Sharon Hoffman for the position of Cook/Dishwasher in the Food Service Department.

36

**NEW EMPLOYEE SUMMARY**

- **Sharon Hoffman**
  - Cook/Dishwasher St. Peter Middle School
  - Step 2-Credit given for year one through Food Service MOU
  - Lane-Unassigned
  - 2022-2023 Rate-\$14.48 per hour
  - Sharon will be contracted 3 hours for 177 days
  - Start Date: August 22nd, 2022

CC: Sharon Hoffman



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

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

**SUBJECT: Saints Overtime Staff**

**DATE: August 24, 2022**

---

Interviews were conducted, and I am pleased to recommend the hiring of Kaia Meyer as a Saints Overtime Assistant.

37

This is a replacement position.

**EMPLOYEE SUMMARY**

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



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

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

**SUBJECT:** Returning Saints Overtime Staff

**DATE:** August 23, 2022

---

The following individuals will resume their role as Saints Overtime Assistants.  
Their hours will be submitted on a timesheet.

**EMPLOYEE SUMMARY - \$15.25 per hour pay rate**

38

- Hana Ahmed
- McKenzie Alders
- Heidi Christensen
- Alex Dorrow
- Isabella Delwiche
- Jenna Frazier
- Allison Held
- Aubrey Kusters
- Madison Olson
- Skyler Price
- Oscar Ramirez
- Kayshooly Thao
- Maria Trochez
- Jaimi McClintock (sub)
- Laura Mendoza (sub)
- Bridget Mullaly (sub)
- Heidi Johnson (sub)
- Katie Engeldinger (sub during college breaks)
- Reese Portugue (sub during college breaks)
- Evan Skinner (sub during college breaks)

**HIGH SCHOOL STAFF SUMMARY - \$10.25 per hour pay rate**

- Grace Timm
- Sophia Culuris



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

**FROM:** Tami Skinner

**DATE:** August 23, 2022

**SUBJECT:** Saints Overtime Assistant  
Resignation

---

Please accept the resignation of Amara Packey as a Saints Overtime Assistant. Her last day of employment was August 19, 2022.

39

We thank Amara for all her work with the children and wish her the best as she begins her teaching career.

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



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

**FROM:** Tami Skinner

**DATE:** August 23, 2022

**SUBJECT:** Saints Overtime Assistant  
Resignation

---

Please accept the resignation of Cassandra Larsen as a Saints Overtime Assistant. Her last day of employment was August 19, 2022.

40

We thank Cassandra for all her work with the children and wish her the best as she begins her elementary teaching career.

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



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

**FROM:** Tami Skinner

**DATE:** August 23, 2022

**SUBJECT:** Saints Overtime Assistant  
Resignation

---

Please accept the resignation of Claire Bratland as a Saints Overtime Assistant. Her last day of employment is August 25, 2022.

41

We thank Claire for all her work with the children and wish her the best as she begins her elementary teaching career.

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



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

**FROM:** Tami Skinner

**DATE:** August 23, 2022

**SUBJECT:** Saints Overtime Assistant  
Resignation

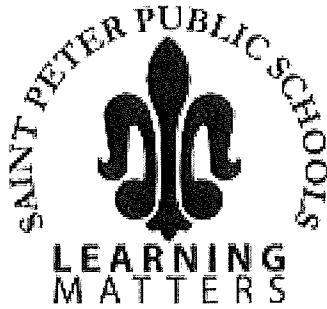
---

Please accept the resignation of Payton Portugue as a Saints Overtime Assistant. Her last day of employment was August 19, 2022.

42

We thank Payton for all of her work with the children, and we wish her the very best in her elementary teaching career.

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



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

**FROM:** Sharon Petersen

**DATE:** August 22, 2022

**SUBJECT:** Recommendation for hire

---

The Operations and Maintenance Department as a part time housekeeper position at Saint Peter High School. The position was posted internally and via the district website.

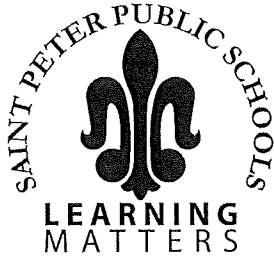
I recommend the hiring of Barry Richards to serve as a part time Housekeeper at Saint Peter High School.

43

**EMPLOYMENT HIRING SUMMARY**

- **Barry Richards**
  - Housekeeper - Rate of pay 16.64 per hour
  - Works school days only
  - Start Date: August 29, 2022
  - 9 month probationary period ending May 29, 2023

Cc: Barry Richards  
Drew Brodeen  
Robert Ploog  
Mike Keller



**TO:** Bill Gronseth, Superintendent  
**FROM:** Gus Sorbo  
**DATE:** 8/23/2022  
**RE:** IT Support Specialist Resignation

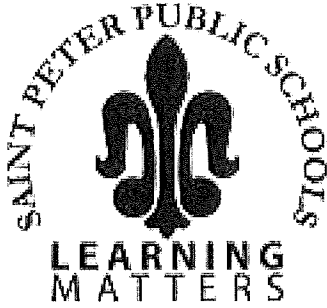
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Please accept the resignation of Dana Owens, IT Support Specialist for the district.

We would like to thank Dana for all his help over the past year.

Dana's last day will be Monday, August 29th, 2022.

CC: Dana Owens  
grp\_hire\_misc



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

**FROM:** Doreen Oelke, Principal

**DATE:** August 25, 2022

**SUBJECT:** Roberts Recommendation to Hire

---

I am pleased to recommend Amber Roberts as a special education & traffic support paraprofessional position at South Elementary. This is a replacement position.

**NEW EMPLOYEE SUMMARY**

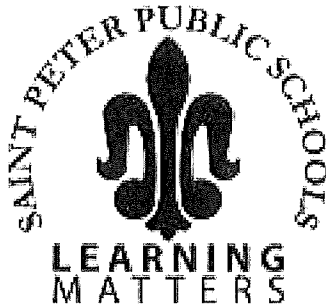
45

- **Amber Roberts**
  - Start date: August 31, 2022
  - Timesheets will be submitted
  - Step 1A, \$15.25 per hour, 6.25 hours per day SPED Para  
.50 hour per day traffic/safety support

We are excited to have Ms. Roberts join our staff. Please let me know if you have any questions.

CC:

Grp\_hire\_para  
Tara Johnson (Para Mentor)



MEMO TO: Bill Gronseth, Superintendent  
School Board

FROM: Jon Graff

DATE: August 26, 2022

SUBJECT: Para Hire

---

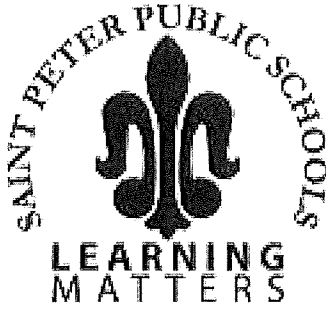
Applications were received and interviews took place for a paraprofessional position at Saint Peter Middle School. I am pleased to recommend Teresa Saum for the position.

**EMPLOYEE SUMMARY**

- **Teresa Saum**
  - Step 1 at a rate of \$15.55/hour.
  - Start date: 2022-2023 School Year
  - 2.5 hours/student contact day

46

CC: Teresa Saum  
grp\_hire\_para



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

**FROM:** Jon Graff

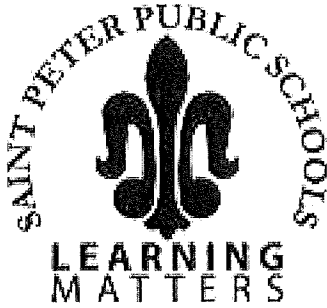
**DATE:** August 26, 2022

**SUBJECT:** Para hour adjustment

---

Tasha Timmerman's hours as special education paraprofessional at Saint Peter Middle School will reduce to 2.5 hours per student contact day. The reduction in hours is due to Tasha's acceptance of the office support position with Rock Bend.

CC: Tasha Timmerman  
grp\_hire\_para



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

**FROM:** Sharon Petersen

**DATE:** August 29, 2022

**SUBJECT:** Recommendation for hire

---

The Operations and Maintenance Department as a part time housekeeper position at Saint Peter High School. The position was posted internally and via the district website.

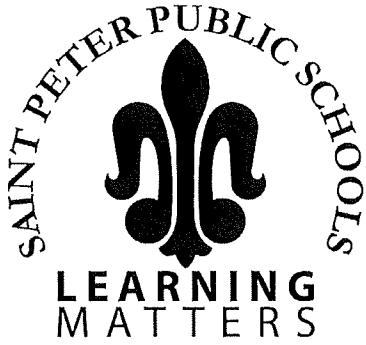
I recommend the hiring of Nick Negrón to serve as a part time Housekeeper at Saint Peter High School.

48

**EMPLOYMENT HIRING SUMMARY**

- **Nick Negrón**
  - Housekeeper - Rate of pay 16.64 per hour
  - Works school days only
  - Start Date: August 29, 2022
  - 9 month probationary period ending May 29, 2023

Cc: Barry Richards  
Nick Negrón  
Robert Ploog  
Mike Keller



**MEMO TO: Bill Gronseth  
School Board**

**FROM: Ytive Prafke**

**DATE: August 29**

**SUBJECT: ECSE Paraprofessional Resignation**

---

I am writing to recommend that you accept the resignation of Mary Ceplecha from her position as an ECSE Paraprofessional as of August 22, 2022. We thank Mary for her work in our program and wish her the best.

49

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



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

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

**SUBJECT:** Saints Overtime Staff

**DATE:** August 31, 2022

---

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

50

This is a replacement position.

**EMPLOYEE SUMMARY**

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



Date: September 8, 2022  
To: Mr. Bill Gronseth, Superintendent  
Saint Peter School Board  
From: Darin Doherty, Principal  
Re: Title I Math Intervention Teacher

---

I recommend hiring the following individual as a 0.5 FTE math intervention teacher at North Elementary. This is a replacement position.

- Ethan Sindelir– A licensed K-6 Elementary Education teacher to be placed at **Lane BA, Step 1, 0.5 FTE** of the current teacher’s contract. Ethan will be paid a salary of \$22,539 and serve 20 hours per 5-day week.

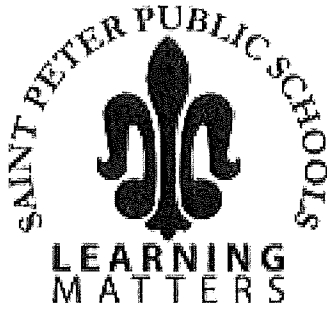
51

Ethan received his undergraduate degree from Gustavus Adolphus College last spring and taught summer school at the Saint Peter Middle School. He is originally from Wells, MN.

We look forward to a great year with Mr. Sindelir working with students at North Elementary School.

If you have questions, please contact me.

CC: Ethan Sindelir <esindelir@stpeterschools.org>  
grp\_hire\_certified@stpeterschools.org



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

**FROM:** Jon Graff

**DATE:** August 29, 2022

**SUBJECT:** Para Hire

---

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

**EMPLOYEE SUMMARY**

- **Tiffany Carlson**
  - Step 1 at a rate of \$15.55/hour.
  - Start date: 2022-2023 School Year
  - 6.75 hours/student contact day

52

CC: Tiffany Carlson  
grp\_hire\_para



**MEMO TO:** Mr. Bill Gronseth  
District 508 School Board

**FROM:** Darin Doherty, Principal  
North Elementary School

**DATE:** September 7, 2022

**SUBJECT:** Maternity Leave

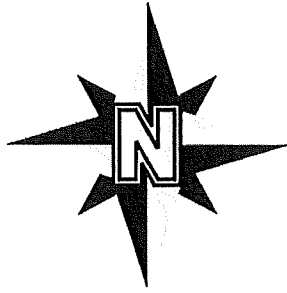
---

I am recommending the approval of a maternity leave of absence for Abby Ramirez at North Elementary School. Her leave will begin on November 24, 2022. Abby plans on returning to her classroom on February 24, 2022. 53

Shannon Guimond will be reassigned to fill in for Abby during her maternity leave. Julie Carlblom will be the long-term substitute for Shannon Guimond.

If you have questions, please contact me.

CC: Abby Ramirez <aramirez2@stpetersschools.org>  
Shannon Guimond <sguimond@stpetersschools.org>  
Julie Carlblom <jcarlblom@stpetersschools.org>  
grp\_hire\_certified <grp\_hire\_certified@stpetersschools.org>



**MEMO TO:** Mr. Bill Gronseth  
District 508 School Board

**FROM:** Darin Doherty, Principal  
North Elementary School

**DATE:** September 7, 2022

**SUBJECT:** Maternity Leave

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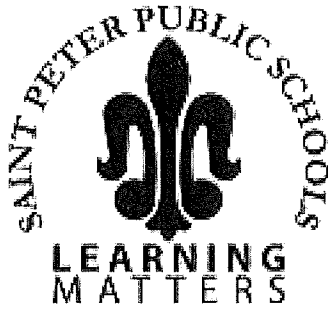
I am recommending the approval of a maternity leave of absence for Kari Malz at North Elementary School. Her leave will begin December 20, 2022. Kari plans on returning to her classroom March 14, 2022.

54

**Rachel Rehnelt (Frontline AppNo: 9562)** will be subbing for Kari during the duration of her maternity leave. Rachel's salary will be at STEP 1/LANE 1 of the current teacher contract since she will be long-term subbing more than 30 school days.

If you have questions, please contact me.

CC: Kari Malz <kmalz@stpetersschools.org>  
Rachel Rehnelt <rrehnelt@gustavus.edu>  
grp\_hire\_certified <grp\_hire\_certified@stpetersschools.org>



**MEMO TO:** Members of the School Board  
Bill Gronseth

**FROM:** Emily Craig

**DATE:** August 12th, 2022

**SUBJECT:** Food Service Hire

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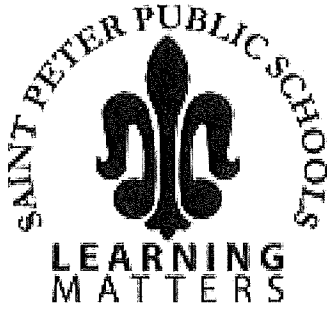
I am pleased to recommend Laura Mendoza for the position of Cook/Dishwasher in the Food Service Department.

55

**NEW EMPLOYEE SUMMARY**

- **Laura Mendoza**
  - Cook/Dishwasher St. Peter High School
  - Step 2-Credit given for year one through Food Service MOU
  - Lane-Unassigned
  - 2022-2023 Rate-\$14.48 per hour
  - Laura will fill out a timesheet for her hours
  - Start Date: August 22nd, 2022

CC: Laura Mendoza



**MEMO TO:** Members of the School Board  
Bill Gronseth

**FROM:** Emily Craig

**DATE:** September 1st, 2022

**SUBJECT:** Food Service Hire

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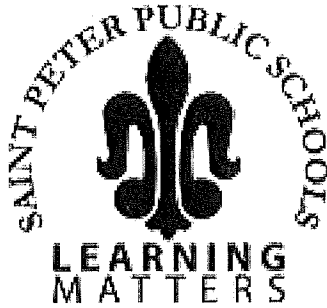
I am pleased to recommend Skyler Price for the position of Cook/Dishwasher in the Food Service Department.

56

**NEW EMPLOYEE SUMMARY**

- **Skyler Price**
  - Cook/Dishwasher St. Peter Middle School
  - Lane-Unassigned
  - 2022-2023 Rate-\$14.48 per hour
  - Skyler will fill out a time card for her hours
  - Start Date: September 1st, 2022

CC: Skyler Price



MEMO TO: Mr. Bill Gronseth  
District 508 School Board

FROM: Darin Doherty, Principal  
North Elementary School

DATE: September 16, 2022

SUBJECT: Special Education Paraprofessional  
Hire

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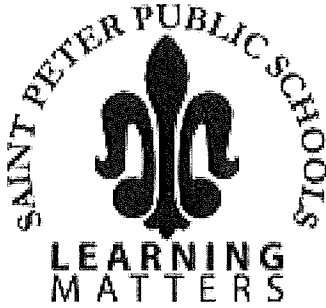
Applications were received, and interviews took place for the following special education paraprofessional position at North Elementary School. This position is a replacement position. I am recommending the following candidate:

- **Kady Larson (Frontline AppNo: 9571)** - will be paid a rate of \$15.25/hour (Step 1/Lane A). Kady's first day will be September 20, 2022, and she will complete a timesheet for all work completed, minus an unpaid lunch. 57

We are very excited to welcome Kady to North!

If you have any questions, please contact me.

CC: Kady Larson <kadylarson92@gmail.com>  
grp\_hire\_para@stpeterschools.org



**MEMO TO:** Mr. Bill Gronseth  
District 508 School Board

**FROM:** Doreen Oelke, Principal  
South Elementary School

**DATE:** September 16, 2022

**SUBJECT:** Special Education Paraprofessional  
End of Employment

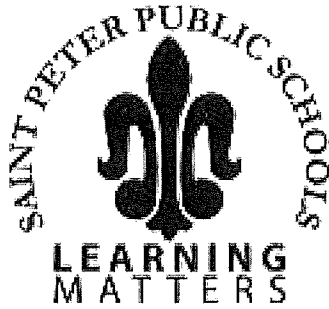
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This memo is in regards to the end of employment date for Faiza Mohamoud, paraprofessional at South Elementary School. Her final date of employment was May 26, 2022. I have not been able to reach Ms. Mohamoud, and she has not reported to work this school year.

If you have any questions, please contact me.

58

CC:  
grp\_hire\_para@stpeterschools.org



MEMO TO: Mr. Bill Gronseth  
District 508 School Board

FROM: Doreen Oelke, Principal  
South Elementary School

DATE: September 16, 2022

SUBJECT: Special Education Paraprofessional  
Hire

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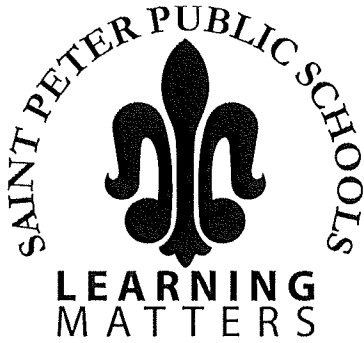
Applications were received, and interviews took place for a special education paraprofessional position at South Elementary School. This position is a replacement position. I am recommending the following candidate:

- **Zuleika Abdi**
  - 6.5 hours per day as a SpEd paraprofessional & .25 hours per day as traffic/safety support 59
  - \$15.25/hour (Step 1/Lane A).
  - Zuleika's first day will be September 226, 2022.
  - She will complete a timesheet for all work completed, minus an unpaid lunch.

We are very excited to welcome Zuleika to South!

If you have any questions, please contact me.

CC:  
grp\_hire\_para@stpeterschools.org



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

**FROM:** Doreen Oelke, Principal

**DATE:** September 19, 2022

**SUBJECT:** Wood- South Title 1 Para Resignation

---

I am writing to recommend that you accept the resignation of Pam Wood as a Title I paraprofessional at South Elementary. Ms. Wood's last day will be on Friday, September 30, 2022.

60

I would like to thank Ms. Wood for her service and wish her the best.

Please let me know if you have any questions.

Cc: Pam Wood  
Para Hire Group



Sarah Janovsky <sjanovsky@stpeterschools.org>

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## Fwd: Two week notice

1 message

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Doreen Oelke <doelke@stpeterschools.org>

Mon, Sep 19, 2022 at 11:08 AM

To: Sarah Janovsky <sjanovsky@stpeterschools.org>

Below is a resignation email from Pam Wood. I will send you the resignation memo. Please let me know if you have any questions.

----- Forwarded message -----

From: **Pamela Wood** <pwood@stpeterschools.org>

Date: Mon, Sep 19, 2022 at 9:59 AM

Subject: Two week notice

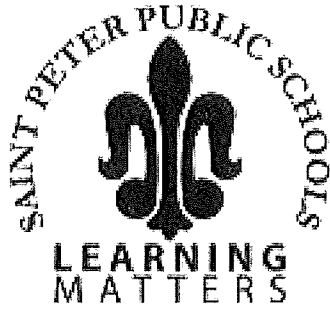
To: Doreen Oelke <doelke@stpeterschools.org>

I am putting in my two week notice. My last day being September 30.  
Thank you.

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Doreen Oelke  
Principal-South Elementary School  
Staff Development & Curriculum Coordinator-Saint Peter Public Schools  
(507) 934-2754



MEMO TO: Members of the School Board  
Mr. Bill Gronseth

FROM: Annette Engeldinger

DATE: September 19, 2022

SUBJECT: Office Support Resignation

---

Please accept the resignation of Tamara Mayer, office support staff, at Saint Peter High School. We thank Tamara for her years of service to the district and her work with the students at Saint Peter High School. She will be missed, but we wish her all the best!

## Fall Coaches/Advisors 2022-2023

### Boys Soccer

Tanner	Nadeau	Head Coach
Will	Bennett	Assistant Varsity Coach
Melic	Thomas	JV / B Squad Coach
Kelson	Lund	C Squad Coach
Matthew	Tuggle	C Squad Coach

### Girls Soccer

Breanna	Steele	Head Coach
Jen	Koehler - Sandborg	Assistant Varsity Coach
Sara	Corbin	JV / B Squad Coach
Madeline	Kleschult	JV / B Squad Coach

### Cross Country

Bill	Stuewe	Head Boys Coach
Jeff	Portugue	Head Girls Coach
Ryan	Timmerman	Boys Assistant Coach

### Football

Brian	Odland	Head Coach
Steve	Alger	Asst. Varsity Coach
Doug	Boyer	Asst. Varsity Coach
Justin	Helget	B Squad Coach
Kent	Bass	B Squad Coach
Logan	Reese	Vol. Varsity Stipend
Brock	Hanson	Vol. Varsity Stipend
Kurt	Moelter	C Squad Coach
Khamprasong	Chantharak	C Squad Coach
Neil	Doose	MS Coach - 8th
Brian	Miller	MS Coach - 8th
Anthony	Massman	MS Coach - 7th
Wyatt	Quiring	MS Coach - 7th

### Girls Tennis

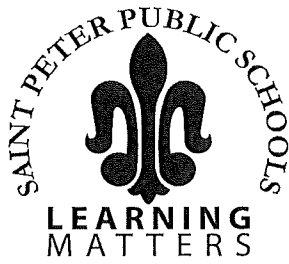
Aaron	Rothenberger	Head Coach
Bob	Messerli	Asst. Coach
Bridget	Mathiowetz	MS Coach

### Swim/Dive

Mary	Lager	Head Coach
Claudia	Giedde	Diving Coach
Jennifer	Denzer	Assistant Varsity Coach

<b>Volleyball</b>		
Carmen	Hanson	Head Coach
Hannah	Kleschult	B Squad Coach
Mya	Mathiowetz	JV/C Coach
Madion	Retterath	C Squad Coach
Niki	Zitur	MS Coach - 8th
Cari	Panitzke	MS Coach - 7th/8th
Madison	Bergren	MS Coach - 7th
<b>Fall Strength</b>		
Doug	Boyer	Strength Coach / Weight Rm Sup
<b>Fall Play</b>		
Robbie	Deering	Fall Play Director
Jen	Maldonado	Assistant Director
Bre	Bergstrom	Musical Vocal Director
Scott	Robinson	Fall Play Tech Director .5
David	Haugh	Fall Play Pit Director
<b>Advisors</b>		
Dave	Haugh	Senior High Instrumental Dir.
Michel	Haugh	Summer Band Asst.
Bri	Bergstrom	Senior High Choral Dir.
Steve	Alger	MS Site Coordinator
Kim	Johnson	Concessions Supervisor
		Sound Technician
Dave	Borslien	Ecology Club
Chris	Harmes	Knowledge Bowl 9-12 Advisor
Dan	Clark	Mock Trial
		Mock Trial
Peggy	Dimmock	Academic Decathlon
Andrew	Vollmer	Academic Pentathlon
Eva	Hendrickson	Visual Arts Advisor
Dave	Kennedy	Math League
Regina	Sirianni	Natl Honor Society
Leah	Knutson	MS Student Council
Chris	Harmes	HS Student Council
		Sr. Class Advisor
Khamprasong	Chantharak	HS Student Council
		Sr. Class Advisor
Dani	Roehrkasse	Jr. Class
Amanda	Rodning	Jr. Class

Jodi	Nixon	Prom Advisor
Eva	Hendrickson	So. Class
Sarah	Corbin	So. Class
Robert	Deering	Fr. Class
Jennifer	Curtis	Fr. Class
Cory	Abels	HS Sound Person
Jennifer	Maldonado	Respectors of Diversity Advisor
Sara	Corbin	School Newspaper



**TO:** Gene Taylor  
Karla Elmore  
Brad Walsh

**CC:** Bill Gronseth  
Tim Regner

**FROM:** Jana Sykora

**DATE:** August 18, 2022

**RE:** Wellness Center Classrooms

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This written notice is being submitted to formally request a reduction of our lease agreement. Beginning September 18, 2022, we will only be using the gymnasium and will remove all of our belongings from Wellness Center Classroom 1 and 2 prior to that date.

Please adjust our lease agreement to reflect that our last day of use will be September 18, 2022.



## ADDENDUM

### REGULAR BOARD MEETING Monday, September 19, 2022 SPCC-Governor's Room 6:30PM

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#### VII. ACTION ITEMS

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

**Subject:** Approval of Student Representatives to the School Board for 2022-2023

**Action:** Requires a Motion

**Background:** The Saint Peter School Board values student voice and has appointed student representatives to the School Board since 2007. We are pleased to continue to include student representation on the School Board.

Consider appointing Eleanor Kennedy and Najma Jamac as the student representatives to the School Board for the 2022-2023 school year.

Guidelines for the student representative position are as follows:

- a. The student representative will be a non-voting member;
- b. The student representative will be given opportunities to fully participate in all board discussions held at open meetings of the board of education;
- c. The student representative will be expected to attend all regularly scheduled board meetings; and
- d. The student representative may attend Phase I MSBA Board Member training

**Presentation:** Superintendent Gronseth

**Options/Recommendation:** I recommend your approval of the representatives and the guidelines.



## ADDENDUM

### REGULAR BOARD MEETING Monday, September 19, 2022 SPCC-Governor's Room 6:30PM

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#### VII. ACTION ITEMS

<b>2. AGENDA ITEM #2</b>
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**Subject:** Consider Approval of an Agreement with Nicollet County Regarding a Shared Truancy Liaison Officer

**Action:** Requires a Motion

**Background:** As in the past, we are partnering with Nicollet County to support a Truancy Liaison Officers. They will work with students and families throughout Nicollet County to avoid habitual truancy. Saint Peter Schools will have an assigned officer to work with our families.

**Presentation:** Superintendent of Schools

**Options/Recommendation:** I recommend approving this agreement with Nicollet County regarding shared truancy liaison officers.

**COOPERATIVE AGREEMENT BETWEEN  
NICOLLET COUNTY PROBATION AND  
ST. PETER PUBLIC SCHOOLS**

This agreement is made and entered into by and between the County of Nicollet, State of Minnesota, (hereinafter “County”), on behalf of Nicollet County Community Corrections, St. Peter, Minnesota 56082, (hereinafter “Agency”), and Independent School District 508 – St. Peter Public Schools, St. Peter, Minnesota 56082, hereinafter referred to as the “School.” This agreement is entered into for the period from July 1, 2022 to June 30, 2024.

**WITNESSETH**

WHEREAS, the Agency and the School both recognize the importance of students attending school each and every day and the permitting of absences only with legal justification;

WHEREAS, both the Agency and the School recognize that early intervention with those students who are beginning to demonstrate attendance issues is effective to eliminate continuing absences and the need to petition the student as truant;

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WHEREAS, both the Agency and the School recognize that students who are petitioned to Court as truant are in need of more intensive services as school attendance issues are generally a symptom of other underlying issues;

WHEREAS, both the Agency and School recognize that a collaborative effort to address attendance issues is mutually beneficial to both organizations;

NOW THEREFORE, in consideration of the mutual understandings and agreements set forth herein, the Agency and School agree as follows:

I. COUNTY/AGENCY DUTIES

County will employ an individual in the position of a truancy liaison officer. The individual will be an employee of Nicollet County, assigned to the Agency. The individual will be deemed a Nicollet County employee (in a grant-funded position) for purposes of employment benefits including health care coverage, vacation and sick time, holiday designations and pay, and other Nicollet County employee-related benefits. The individual will be subject to the Nicollet County Employee Policies and Procedures as set forth in Nicollet County’s Personnel Rules and Regulations, as may be amended from time to time. Provided, however, it is understood by all parties to this agreement that this position is a grant-funded position. In the event funds are no longer available for this position, this Agreement will be null and void and the Agency shall have no obligation to employ a person in the position of a truancy liaison officer.

The Agency will provide supervision for the position, with the assistance of and input from the School.

The County will provide the individual with mileage reimbursement for meetings held at sites other than Nicollet County offices or the School facilities, and for other trips not including to the facilities of the School or Agency. The County will provide the individual with a cellular phone.

2. SCHOOL DUTIES

The School will be responsible for providing the individual with office space, office supplies, and a computer. It is expected by the parties that the truancy liaison officer will spend at least an average of a full-time equivalent .6 position on School related matters during the months school is in session.

3. PAYMENT OF SERVICES

A. The parties to this Agreement understand that the funding for this position is dependent upon grants received by Nicollet County from the Family Services Collaborative. Other available grants, and the State of Minnesota Community Corrections Act. In the event that Nicollet County does not receive funding from these grant sources or from State of Minnesota Community Corrections Act, the Agency's obligations under this Agreement are null and void and it will have no obligation to provide any funds for this position or provide the services set forth herein.

B. The School shall be responsible for the hourly wage cost for a full-time equivalent .6 position. The County shall generate an invoice to the School setting forth the School's payment obligation. The School agrees to pay its share on a quarterly basis commencing October 1, 2022. The School shall review the invoice and make payment of the approved charges within thirty-five (35) working days of the receipt of the invoice from the County, or upon approved by the School Board, whichever is earlier. The School's financial obligation for the first 12 month period is \$40,774.04. Provided, however, this amount shall be increased by the same percentage used to adjust teacher salaries as a result of their current union negotiations for 2022-2023 and 2023-2024 school years.

The second term of the contract shall be from July 1, 2023 to June 30, 2024. The School's minimum obligation for the second term of the contract shall be \$21,189.52.

The School agrees to act in good faith to seek additional funding resources for the second term of the contract and the School will discuss the additional funding sources with the Agency by June 30, 2023. Should the School not secure additional funding resources to meet or exceed the funds paid during the 2022-2023 contract year, the County reserves the right to modify the allocation of resources dedicated to the School to proportionately match the funds provided.

4. SAFEGUARD OF STUDENT INFORMATION

The School, its officers, agents, owners, partners, employees, volunteers and subcontractors shall abide by the provisions of the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13 (MGDPA); the Health Insurance Portability and

Accountability Act (HIPAA) and implementing regulations, if applicable; and Title 42, part 2, of the Code of Federal Regulations and all other applicable state and federal laws, rules, regulations and orders relating to data privacy or confidentiality, except upon written consent of such student, the student's parent or guardian, or the student's attorney, in connection with these laws and regulations. If the School creates, collects, receives, stores, uses, maintains or disseminates data because it performs functions of the County pursuant to this Agreement, then the School must comply with the requirements of the MGDPA, HIPAA, or other laws and regulations as if it were a government entity, and may be held liable under these Acts and statutes for noncompliance. The School agrees to defend, indemnify and hold harmless the County, its officials, officers, agents, employees, and volunteers from any claims resulting from the School's officers', agents', owners', partners', employees', volunteers', assignees' or subcontractors' unlawful disclosure and/or use of such protected data, or other noncompliance with the requirements of this section. The School agrees to promptly notify the Agency if it becomes aware of any potential claims, or facts giving rise to such claims, under the MGDPA, HIPAA or other regulations. The terms of this section shall survive the cancellation or termination of this Agreement.

5. EQUAL EMPLOYMENT OPPORTUNITY AND CIVIL RIGHTS AND NONDISCRIMINATION

The School agrees that it shall neither exclude any person from full employment rights nor prohibit participation in or the benefits of any program, service or activity on the grounds of any protected status or class, including but not limited to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to, public assistance status, sexual orientation, and age. No person who is protected by applicable Federal or State laws against discrimination shall be subjected to discrimination.

6. BONDING, INDEMNITY, AND INSURANCE CLAUSE

A. Indemnity: The School does hereby agree that it will indemnify, hold harmless, and the County, its commissioners, officers, agents, employees, and volunteer workers against claims, losses, expenses, damages or lawsuits for damages any and all which such parties or individuals may hereafter sustain, incur, or be required to pay;

1. By reason of any person suffering personal injury, death or property loss or damage either while participating in or receiving from the School the care and services to be furnished by School under this Agreement, or while on premises owned, leased or operated by School, or while being transported to or from said premises in any vehicle owned, operated, leased, chartered or otherwise contracted for by the School or any officer, agent, or employee thereof; or

2. By reason of any person employed or allegedly employed by the School, for any claim or cause of action in equity or for damages arising out of the employment or alleged employment, or discrimination; or

3. By reason of any intentional or negligent act or omission of the School, its agents, officers, or employees in the performance of services provided herein.
  4. Provided, nevertheless, the School shall not be responsible for the act or omission of any providers who are not under its direction and control.
- B. Insurance: The School does further agree that in order to protect itself, as well as the Agency and County under the indemnity agreement provision hereinabove set forth, the School will at all times during the term of this agreement, have and keep in force a general liability insurance policy in the amount of not less than One Million, Five Hundred Thousand Dollars (\$1,500,000.00) per occurrence. Nicollet County shall be named an additional insured under such policy.

The School agrees that it shall not cancel or materially change said policy without thirty (30) days prior notice to the Agency. A certificate of insurance will be provided to the Agency within ten (10) days of the signing of this Agreement.

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7. CONDITIONS OF THE PARTIES' OBLIGATIONS

- A. This agreement may be canceled by either party at any time with or without cause upon thirty (30) days' written notice to the other party. In such event, the County shall be entitled to payment for all services provided through the date of the written notice on a prorate basis.
- B. Any alteration, variation, modifications, or waivers of provisions of this agreement shall be valid only when they have been reduced to writing, duly signed, and attached to the original of this agreement.

8. RECORDS—AVAILABILITY/ACCESS

Subject to the requirements of Minnesota Statutes Section 16C.05, subd. 5, the School agrees that the Agency, the State Auditor, or any of their authorized representatives, at any time during normal business hours, and as often as they may reasonable deem necessary, shall have access to and the right to examine, audit, excerpt, and transcribe any books, documents, papers, records, etc., which are pertinent to the accounting practices and procedures of the School and involve transactions relating to this Agreement and for six (6) years after its termination or cancellation.

9. MISCELLANEOUS

- A. Entire Agreement: It is understood and agreed that the entire agreement of the parties is contained herein and that this agreement supersedes all oral agreements and negotiations between the parties relating to the subject matter hereof, as well as any previous agreements presently in effect between the School and Agency relating to the subject matter hereof.

Any alterations, variations, modifications, or waivers of provisions of this Agreement shall only be valid when they have been reduced to writing as an amendment to this Agreement signed by the parties.

- B. Health Insurance Portability and Accountability Act: The School and Agency agree to comply with the Health Insurance Portability Accountability Act (HIPPA) and, if necessary, sign a business associate contract with the Agency.

*maui [signature]*

\_\_\_\_\_  
Chairperson, Nicollet County Board of Commissioners

*August 9, 2022*  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, Independent School District 508 – St. Peter Public Schools

\_\_\_\_\_  
Date

APPROVED AS TO FORM AND EXECUTION:

\_\_\_\_\_  
Nicollet County Attorney

\_\_\_\_\_  
Date



## ADDENDUM

### REGULAR BOARD MEETING Monday, September 19, 2022 SPCC-Governor's Room 6:30PM

#### VII. ACTION ITEMS

##### **3. AGENDA ITEM #3**

**Subject:** Consider Second Reading of Revisions to the Policy Manual

**Action:** Requires a Motion

**Background:** The Policy Committee reviewed the following policies and have brought them forward for a second reading.

- 503 Student Attendance (No Current Existing Policy)
- 504 Student Dress and Appearance (No Current Existing Policy)
- 505 Distribution of Non-School Sponsored Materials on School Premises by Students and Employees (No Current Existing Policy)
- 506 Student Discipline and Notice of Suspension (Replaces District Policy 007.21, 007.22, 007.23, 007.25, and 007.26)
- 506FM Notice of Suspension Form
- 507 Corporal Punishment (No Current Existing Policy)
- 508 Extended School Year for Certain Students with Individualized Education Programs (No Current Existing Policy)
- 509 Enrollment of Nonresident Students (No Current Existing Policy)
- 510 Student Activities (Replaces Current Policy 007.61)
- 511 Student Fundraising (Replaces Current Policy 007.28)
- 512 School-Sponsored Student Publications and Activities (Replaces Current Policy 007.51)
- 513 Student Promotion, Retention, and Program Design (Replaces Current Policy 007.11)
- 517 Student Recruitment (No Current Existing Policy)
- 519 Interviews of Students by Outside Agencies (No Current Existing Policy)
- 525 Violence Prevention (No Current Existing Policy)
- 527 Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches (No Current Existing Policy)

- 529 Staff Notification of Violent Behavior by Students (Replaces Current Policy 007.71)
- 529F Form
- 532 Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds (No Current Existing Policy)
- 535 Service Animals in Schools (Replaces Current Policy 007.19)
- 535F Form
- 602 Organization of School Calendar and School Day (No Current Existing Policy)
- 607 Organization of Grade Levels (Replaces Current Policy 001.20)
- 609 Religion (No Current Existing Policy)
- 610 Field Trips (Replaces Current Policy 007.62)
- 612.1 Development of Parent and Family Engagement Policies for Title I Programs (Replaces Current Policy 006.13)
- 613 Graduation Requirements (Replaces Current Policy 006.41)
- 614 School District Testing Plan and Procedure (No Current Existing Policy)
- 615 Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students (No Current Existing Policy)
- 619 Staff Development for Standards (No Current Existing Policy)
- 623 Summer School Instruction (No Current Existing Policy)

**Presentation:** Superintendent of Schools  
Policy Committee

**Options/Recommendation:** I recommend approving these policies and replacements/deletions.

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

*MSBA/MASA Model Policy 503*

*Orig. 1995*

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

*Rev. 2013*

## **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, 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. ~~When approved by the school board, the attendance procedures will be included as an addendum to this policy.~~

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. ~~The following reasons shall be sufficient to constitute excused absences~~ 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.

***[Note: State law provides that a school board may include other exemptions in the school district's attendance policy. See Minn. Stat. § 120A.22, Subd. 12. 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**. ~~within \_\_\_\_ days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment.~~ 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) Absences resulting from cumulated unexcused tardies (\_\_\_\_\_ tardies equal one unexcused absence).~~
- (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) ~~From the first through the \_\_\_\_\_ cumulated unexcused absence in a [quarter or semester] the student will not be allowed to make up work missed due to such absence.~~ 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. ~~Consequences of tardiness may include detention after \_\_\_\_\_ unexcused tardies. In addition \_\_\_\_\_ unexcused tardies are equivalent to one unexcused absence.~~ 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.

***[Note: Where 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:

*MSBA/MASA Model Policy 504*

*Orig. 1995*

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

*Rev. 2017*

## **504 STUDENT DRESS AND APPEARANCE**

### **I. PURPOSE**

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.

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

- A. 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).
- B. 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).
- C. Inappropriate clothing includes, but is not limited to, the following:
  - ~~1. "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.~~
  - 1. Clothing bearing a message that is lewd, vulgar, or obscene.
  - 2. Apparel promoting products or activities that are illegal for use by minors.
  - 3. 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 MSBA/MASA Model Policy 413.
  - 4. Any apparel or footwear that would damage school property.
- ~~D. Headgear, including hats or head coverings, are not allowed in the building except with the approval of the building principal (i.e., student undergoing chemotherapy, medical situations, student religious practice or belief).~~
- D. 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.

~~F. "Gang," as defined in this policy, means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. "Pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.~~

### III. PROCEDURES

- A. 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.
- B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.
- C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the ~~administration~~ **event supervisor** for approval.

**Legal References:** U. S. Const., amend. I  
*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)  
*B.W.A. v. Farmington R-7 Sch. Dist.*, 554 F.3d 734 (8<sup>th</sup> Cir. 2009)  
*Lowry v. Watson Chapel Sch. Dist.*, 540 F.3d 752 (8<sup>th</sup> Cir. 2008)  
*Stephenson v. Davenport Cmty. Sch. Dist.*, 110 F.3d 1303 (8<sup>th</sup> Cir. 1997)  
*B.H. ex rel. Hawk v. Easton Area School Dist.*, 725 F.3d 293 (3<sup>rd</sup> Cir. 2013)  
*D.B. ex rel. Brogdon v. Lafon*, 217 Fed.Appx. 518 (6<sup>th</sup> Cir. 2007)  
*Hardwick v. Heyward*, 711 F.3d 426 (4<sup>th</sup> Cir. 2013)  
*Madrid v. Anthony*, 510 F.Supp.2d 425 (S.D. Tex. 2007)  
*McIntire v. Bethel School, Indep. Sch. Dist. No. 3*, 804 F.Supp. 1415 (W.D. Okla. 1992)  
*Hicks v. Halifax County Bd. of Educ.*, 93 F.Supp.2d 649 (E.D. N.C. 1999)  
*Olesen v. Bd. of Educ. of Sch. Dist. No. 228*, 676 F.Supp. 820 (N.D. Ill. 1987)

**Cross References:** ~~MSBA/MASA~~ Model Policy 413 (Harassment and Violence)  
~~MSBA/MASA~~ Model Policy 506 (Student Discipline)  
~~MSBA/MASA~~ Model Policy 525 (Violence Prevention)

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

*MSBA/MASA Model Policy 505*

*Orig. 1995*

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

*Rev. 2002*

**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.

**[Note: School districts are encouraged to consider additional guidelines which reflect varied local practices relating to this subject matter including addressing the subject of consistency and uniformity for approving or disapproving practices under this policy.]**

**Legal References:** U. S. Const., amend. I  
*Hazelwood School District v. Kuhlmeier*, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)  
*Bethel Sch. Dist. No. 403 v. Fraser*, 478 U.S. 675, 106 S.Ct. 3159, 92 L.Ed.2d 549 (1986)  
*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)  
*Bystrom v. Fridley High School*, 822 F.2d 747 (8<sup>th</sup> Cir. 1987)  
*Roark v. South Iron R-1 School Dist.*, 573 F.3d 556 (8<sup>th</sup> Cir. 2009)  
*Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist.*, 640 F.3d 329 (8<sup>th</sup> Cir. 2011), cert. denied 565 U.S. 1036, 132 S.Ct. 592 (2011)

**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 512 (School-Sponsored Student Publications)  
~~MSBA/MASA~~ Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

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

*MSBA/MASA Model Policy 506*  
*Orig. 1995*  
*Rev. 2019*

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

## **506 STUDENT DISCIPLINE**

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

### **I. PURPOSE**

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

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

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

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

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

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

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. (Section IV. Student Rights)

## **VI. CODE OF STUDENT CONDUCT**

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

- unauthorized usage, or vandalism;
2. The use of ~~profanity or obscene~~ socially offensive language, or the possession of obscene materials;
  3. Gambling, including, but not limited to, playing a game of chance for monetary stakes;
  4. Violation of the school district's Hazing Prohibition Policy;
  5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
  6. (Violation of the school district's Student Attendance Policy)
  7. Opposition to authority using physical force or violence;
  8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
  9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
  10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
  11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
  12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
  13. Violation of the school district's Weapons Policy;
  14. Violation of the school district's Violence Prevention Policy;
  15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
  16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
  17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
  18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
  19. Violation of any local, state, or federal law as appropriate;
  20. Acts disruptive of the educational process, including, but not limited to,

disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;

21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district'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.

## **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<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.
5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 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. strongly encourage a parent or guardian of the student to attend school with the student for one day;~~
  - 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. ~~(See attached sample Notice of Suspension.)~~
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.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.26 (School Preassessment Teams)  
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)  
Minn. Stat. § 121A.582 (Reasonable Force)  
Minn. Stat. §§ 121A.60-121A.61 (Removal from Class)  
Minn. Stat. § 122A.42 (General Control of Schools)  
Minn. Stat. § 123A.05 (Area Learning Center Organization)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)  
Minn. Stat. Ch.125A (Students with Disabilities)  
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)  
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Court Act)  
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

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

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

~~MSBA/MASA Model~~ Policy 507

Orig. 1995

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

Rev. 2001

## **507 CORPORAL PUNISHMENT**

***[Note: The provisions of this policy substantially reflect statutory requirements.]***

### **I. PURPOSE**

The purpose of this policy is to describe limitations on corporal punishment of students.

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

No employee or agent of the school district shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term "corporal punishment" means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.

### **III. EXCEPTIONS**

A teacher or school principal 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. Other school district employees, school bus drivers, or other agents of a school district may use reasonable force when necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

### **IV. VIOLATION**

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

**Legal References:** Minn. Stat. § 121A.58 (Corporal Punishment)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 123B.25 (Actions Against Districts and Teachers)  
Minn. Stat. § 609.06 Subd. 1 (6)(7) (Authorized Use of Force)

**Cross References:** ~~MSBA/MASA Model~~ Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
~~MSBA/MASA Model~~ Policy 506 (Student Discipline)

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

*MSBA/MASA Model Policy 508*

*Orig. 1995*

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

*Rev. 2007*

## **508 EXTENDED SCHOOL YEAR FOR CERTAIN STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS**

***[Note: The provisions of this policy substantially reflect statutory and regulatory requirements.]***

### **I. PURPOSE**

The purpose of this policy is to ensure that the school district complies with the overall requirements of law as mandated for certain students subject to individualized education programs (IEPs) when necessary to provide a free appropriate public education (FAPE).

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

- A. Extended School Year Services Must Be Available to Provide a FAPE. The school district shall provide extended school year (ESY) services to a student who is the subject of an IEP if the student's IEP team determines the services are necessary during a break in instruction in order to provide a FAPE.
- B. Extended School Year Determination. At least annually, the IEP team must determine that a student is in need of ESY services if the student meets any of the following conditions:
1. There will be significant regression of a skill or acquired knowledge from the student's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate; OR
  2. Services are necessary for the student to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the student's age and level of development, and the timeliness for teaching the skill; OR
  3. The IEP team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the pupil receives a FAPE.
- C. Required Factors Schools Must Consider in Making ESY Determinations. The IEP team must decide ESY eligibility using information including:
1. Prior observations of the student's regression and recoupment over the summer;
  2. Observations of the student's tendency to regress over extended breaks in instruction during the school year; and
  3. Experience with other students with similar instructional needs.
- D. Additional Factors to Consider, Where Relevant. In making its determination of ESY needs, the following factors must be considered, where relevant:

1. The student's progress and maintenance of skills during the regular school year.
  2. The student's degree of impairment.
  3. The student's rate of progress.
  4. The student's behavioral or physical problems.
  5. The availability of alternative resources.
  6. The student's ability and need to interact with nondisabled peers.
  7. The areas of the student's curriculum which need continuous attention.
  8. The student's vocational needs.
- E. No Unilateral Decisions. In the course of providing ESY services to children with disabilities, the school district may not unilaterally limit the type, amount, or duration of those services.
- F. Services to Nonresident Students Temporarily Placed in School District. A school district may provide ESY services to nonresident children with disabilities temporarily placed in the school district in accordance with applicable state law.

**Legal References:** Minn. Stat. § 125A.14 (Extended School Year)  
Minn. Rules Part 3525.0755  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)  
34 C.F.R. Part 300 (IDEA Regulations)

**Cross References:**

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

*MSBA/MASA Model Policy 509*

*Orig. 1995*

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

*Rev. 2017*

## **509 ENROLLMENT OF NONRESIDENT STUDENTS**

***[Note: The provisions of this policy substantially reflect statutory requirements.]***

### **I. PURPOSE**

The school district desires to participate in the Enrollment Options Program established by Minn. Stat. § 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

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

- A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:
1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
  2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn. Stat. § 124D.03.
  3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.
- B. Standards that may be used for rejection of application. In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Minn. Stat. § 121A.45 to enroll during the term of the expulsion if the student was expelled for:
1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
  2. possessing or using an illegal drug at school or a school function;
  3. selling or soliciting the sale of a controlled substance while at school or a school function; or
  4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F. of this policy.

D. Application. The student and parent or guardian must complete and submit a School District Enrollment Options Program application developed by the Minnesota Department of Education and available on their website (education.mn.gov). Go to "Students and Families," then, under "School Choice," select "Open Enrollment." The form is entitled, "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education."

E. Lotteries. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. the student's resident district does not operate a school building;
2. the municipality is located partially or fully within the boundaries of at least five school districts;
3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and
4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

F. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or

school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.

2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03 or 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 under Minn. Ch. 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a 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 in a school year and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
2. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

- H. Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)  
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District)  
Minn. Stat. § 124D.68 (High School Graduation Incentives Program)  
Minn. Ch. 260A (Truancy)  
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)  
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)  
*Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ.*, Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)

**Cross References:** ~~MSBA/MASA Model~~ Policy 506 (Student Discipline)  
~~MSBA/MASA Model~~ Policy 517 (Student Recruiting)  
MSBA Service Manual, Chapter 5, Various Educational Programs

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

*MSBA/MASA Model Policy 510*

*Orig. 1995*

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

*Rev. 2019*

## **510 SCHOOL ACTIVITIES**

### **I. PURPOSE**

The purpose of this policy is to impart to students, employees, and the community the school district's policy related to the student activity program.

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

School activities provide additional opportunities for students to pursue special interests that contribute to their physical, mental, and emotional well-being. They are of secondary importance in relationship to the formal instructional program; however, they complement the instructional program in providing students with additional opportunities for growth and development.

### **III. RESPONSIBILITY**

- A. The school board expects all students who participate in school-sponsored activities to represent the school and community in a responsible manner. All rules pertaining to student conduct and student discipline extend to school activities.
- B. The school board expects all spectators at school sponsored activities, including parents, employees, and other members of the public, to behave in an appropriate manner at those activities. Students and employees may be subject to discipline and parents and other spectators may be subject to sanctions for engaging in misbehavior or inappropriate, illegal, or unsportsmanlike behavior at these activities or events.
- C. The superintendent shall be responsible for disseminating information needed to inform students, parents, staff, and the community of the opportunities available within the school activity program and the rules of participation.
- D. Those students who participate in Minnesota State High School League (MSHSL) activities must also abide by the league rules. Those employees who conduct MSHSL activities shall be responsible for familiarizing students and parents with all applicable rules, penalties, and opportunities.
- E. The superintendent shall be responsible for conducting an annual evaluation of school activity programs and presenting the results and any recommendations to the school board.
- F. The school board will ensure that any funds raised for extracurricular activities will be spent only on extracurricular activities.

### **IV. STUDENT PARTICIPATION IN CO-CURRICULAR ACTIVITIES**

- A. It is the policy of the School Board that only students who are enrolled in District 508 will be permitted to participate in co-curricular activities sponsored by District 508 with the exception of the following circumstances:

1. All resident students receiving instruction in a home school located within the school district are eligible to participate fully in co-curricular activities on the same basis as public school students;
2. Students from another school district are eligible to participate fully when the School Board enters into a formal agreement with their school district to co-sponsor an activity; or
3. Students from a non-continuation school located within the School District's attendance boundaries are eligible to participate fully in an activity when the School Board enters into a joint agreement with their school.

#### **V. TEAM PARTICIPATION IN CO-CURRICULAR ACTIVITIES**

It is the policy of the School Board that Saint Peter High School athletic teams will participate only in those events sponsored by the Minnesota State High School League and will only be allowed to participate in the number of games and length of season as authorized by the Minnesota State High School League.

**Legal References:** Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)

**Cross References:** ~~MSBA/MASA Model~~ Policy 503 (Student Attendance)  
~~MSBA/MASA Model~~ Policy 506 (Student Discipline)  
~~MSBA/MASA Model~~ Policy 713 (Student Activity Accounting)

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

*MSBA/MASA Model Policy 511*

*Orig. 1995*

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

*Rev. 2003*

## **511 STUDENT FUNDRAISING**

### **I. PURPOSE**

The purpose of this policy is to address student fundraising efforts.

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

The school board recognizes a desire and a need by some student organizations for fundraising. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.

### **III. RESPONSIBILITY**

- A. The building administrators shall be responsible for developing recommendations to the superintendent that will result in a level of activity deemed acceptable by employees, parents, and students. Fundraising must be conducted in a manner that will not result in embarrassment on the part of individual students, employees, or the school.
- B. All fundraising activities must be approved, in advance, by the administration. Participation in nonapproved activities shall be considered a violation of school district policy.
- C. The superintendent shall be responsible for providing coordination of student fundraising throughout the school district as deemed appropriate.
- D. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization, and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.
- E. The school district expects all employees who plan, supervise, coordinate, or participate in student fundraising activities to act in the best interests of the students and to represent the school, the student organization, and the community in a responsible manner.
- F. **No fund raising project shall promote, distribute, or sell any product that works against the goals of the Student Wellness policy.**

### **IV. STATEMENT OF ACTIONS**

- A. Any employee of the School District who has knowledge of a fund raising project, which has not received written approval from the Superintendent's office, shall notify their building principal. The school administration and/or the superintendent may request a restraining order or order of estoppels against the company or organization that has not received written approval.

- b. The Superintendent's Office shall issue a news release and or communication to the area media in the event such an unauthorized project has begun to be promoted to area businesses and persons.
- C. The Superintendent shall ensure that annual fundraising plans are shared with the School Board and the public

**V. ANNUAL REPORT**

The superintendent shall report to the school board, at least annually, on the nature and scope of student fundraising activities approved pursuant to this policy.

**Legal References:** Minn. Stat. § 120A.20 (Age Limitations; Pupils)  
Minn. Stat. § 123B.09, Subd. 8 (Duties)  
Minn. Stat. § 123B.36 (Authorized Fees)

**Cross References:** ~~MSBA/MASA Model~~ Policy 506 (Student Discipline)  
~~MSBA/MASA Model~~ Policy 713 (Student Activity Accounting)

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

MSBA/MASA Model Policy 512

Orig. 1995

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

Rev. 2002

## 512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

### I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of official school publications and activities while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

### II. GENERAL STATEMENT OF POLICY

***[Note: A school district generally will wish to reserve a forum it sponsors for its intended purpose in light of the special characteristics of the school environment. By doing so, the school district will have more authority/editorial control over student expression in such a forum. Sponsorship alone may not be enough, however. If the exercise of control is challenged, courts will examine factors such as whether the school district's purpose in creating the forum was educational, whether school officials supervised the publication or activity and exercised editorial control over the contents, whether the materials were produced as part of the curriculum, and whether students received grades and academic credit for the publication or activity. If a forum is reserved, regulation of student expression as in Section IV.B. of this policy will be permissible. If a forum is not reserved, but rather is opened for public communication by tradition or designation, then only the limited regulation of speech as described in Section IV.A. of this policy will be permissible.]***

- A. The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities.
- B. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.
- C. Students who believe their right to free expression has been unreasonably restricted in an official student publication or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.
  - 1. Students producing official school publications and activities shall be under the supervision of a faculty advisor and the school principal. Official publications and activities shall be subject to the guidelines set forth below.
  - 2. Official school publications may be distributed at reasonable times and locations.

### III. DEFINITIONS

- A. "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 materials in internal staff or student mailboxes.

- B. "Official school publications" means school newspapers, yearbooks, or material produced in communications, journalism, or other writing classes as a part of the curriculum.
  - 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 school 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, without limitation, 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, there must exist specific facts 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 of students 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. Expression in an official school publication or school-sponsored activity is prohibited when the material:

1. is obscene to minors;
2. is libelous or slanderous;
3. advertises or promotes any product or service not permitted for minors by law;
4. encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;
5. expresses or advocates sexual, racial, or religious harassment or violence or prejudice;
6. is distributed or displayed in violation of time, place, and manner regulations.

B. Expression in an official school publication or school-sponsored activity is subject to editorial control by the school district over the style and content so long as the school district's actions are reasonably related to legitimate pedagogical concerns. These may include, but are not limited to, the following:

1. assuring that participants learn whatever lessons the activity is designed to teach;
2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;
3. assuring that the views of the individual speaker are not erroneously attributed to the school;
4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;
5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;
6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

C. Time, Place, and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

1. Time

Distribution shall be limited to the hours before the school day begins, during lunch hour and after school is dismissed.

2. Place

Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entry ways, and parking lots. Distribution shall not impede entrance to or exit from school

premises in any way.

3. Manner

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

4. Electronic Communication—electronic communication is governed by the school district’s acceptable use policy.

**Legal References:**

U. S. Const., amend. I  
*Hazelwood School District v. Kuhlmeier*, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)  
*Bystrom v. Fridley High School, I.S.D. No. 14*, 822 F. 2d 747 (8<sup>th</sup> Cir. 1987)  
*Morse v. Frederick*, 551 U.S. 393, 127 S.Ct. 2618, 168 L.Ed.2d 290 (2007)

**Cross References:**

~~MSBA/MASA Model~~ Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
~~MSBA/MASA Model~~ Policy 506 (Student Discipline)  
~~MSBA/MASA Model~~ Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

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

*MSBA/MASA Model Policy 513*

*Orig. 1995*

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

*Rev. 2019*

## **513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN**

### **I. PURPOSE**

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

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

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

#### **A. Promotion**

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

#### **B. Retention**

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

#### **C. Program Design**

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the World's Best Workforce.
2. The school district will adopt guidelines for assessing and identifying students for participation in gifted and talented programs. The guidelines should include the use of:
  - a. multiple objective criteria; and
  - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.
3. The school district will adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district

will:

- a. assess a student's readiness and motivation for acceleration; and
  - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
4. The school district will adopt procedures which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parental report and teacher observations of the child's knowledge, skills, and abilities. The procedures must be sensitive to under-represented groups.

**Legal References:** Minn. Stat. § 120B.15 (Gifted and Talented Program)  
Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

**Cross References:** ~~MSBA/MASA Model~~ Policy 613 (Graduation Requirements)  
~~MSBA/MASA Model~~ Policy 614 (School District Testing Plan and Procedure)  
~~MSBA/MASA Model~~ Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
~~MSBA/MASA Model~~ Policy 617 (School District Ensurance of Preparatory and High School Standards)  
~~MSBA/MASA Model~~ Policy 618 (Assessment of Student Achievement)  
~~MSBA/MASA Model~~ Policy 620 (Credit for Learning)

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

*MSBA/MASA Model Policy 517*

*Orig. 1995*

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

*Rev. 2000*

## **517 STUDENT RECRUITING**

### **I. PURPOSE**

The purpose of this policy is to prevent school district employees from exerting undue influence for purposes of securing or retaining the attendance of a student in a school.

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

- A. It is the policy of the school district to encourage employees to make available to all interested people information regarding the school district, its schools, programs, policies, and procedures. The purpose of such activity is to assist in the process of fully informed decision making regarding school enrollment and to enhance the visibility and image of the school district.
- B. At the same time, the school district recognizes that the scope of such activity is limited by statutory authority and bylaws of the Minnesota State High School League. Accordingly, it shall be a violation of this policy for employees to exert undue influence for purposes of securing or retaining the attendance of a student in a school or to compete with another school district for the enrollment of students.
- C. Employees are further prohibited from encouraging others to engage in such conduct on behalf of the school district.

### **III. DEFINITION**

- A. The terms "undue influence" or "competing for enrollment" shall include initiating any oral or written contact with a student from another school district who participates in a school-sponsored sport or activity which solicits the student's transfer to participate in a sport or activity.
- B. The terms shall also include the awarding of tuition, allowance for board and/or room, allowance for transportation, priority in assignments of jobs, cash or gifts in any form, or any other privilege or consideration if not similarly available to all students.

### **IV. PROCEDURES**

- A. The school board shall adopt, by resolution, specific standards for acceptance and rejection of applications for open enrollment. Standards may include the capacity of a program, class, school building, or the statutory limits to nonresident enrollment in a particular grade level, or whether the student is currently expelled for (1) possessing a dangerous weapon, as defined under federal law, at a school or school function; (2) possession or using an illegal drug at school or at a school function; (3) selling or soliciting the sale of a controlled substance while at school or a school function; or committing a first, second or third degree assault as described in state law. Standards for acceptance and rejection of open-enrollment applications are subject to the Graduation Incentives Program and may not include previous academic achievement, athletic or other extracurricular ability, disabling conditions, proficiency in the English language, previous disciplinary proceedings, or the student's district of residence.

- B. Employees who violate the provisions of the policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, school district policies, and the bylaws of the Minnesota High School League, as applicable.

**Legal References:** Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.68 (Graduation Incentives Program)  
Minnesota State High School League Bylaws

**Cross References:** ~~MSBA/MASA Model~~ Policy 509 (Enrollment of Nonresident Students)  
MSBA Service Manual, Chapter 10, Minnesota State High School League (MSHSL)

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

*MSBA/MASA Model Policy 519*

*Orig. 1995*

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

*Rev. 2002*

## **519 INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES**

### **I. PURPOSE**

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

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

- A. Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.
- B. Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request, the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

### **III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT**

- A. In the case of an investigation pursuant to the Maltreatment of Minors Act, Minn. Stat. § 626.556, Subd. 10, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. The interview may take place outside the presence of the perpetrator or parent, legal custodian, guardian, or school district official.
- B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minn. Stat. § 626.556, Subd. 10 (c) may specify that school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a part of the child's record. The school district official must receive a copy of the order from the local welfare or law enforcement agency.
- C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property 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 district property. Where the interviews are conducted by the local welfare agency, the notification must be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district 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, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.

- D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.
- E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

**Legal References:** Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. § 626.556, Subd. 10(c) and (d) (Duties of Local Welfare Agency and Local Law Enforcement Agency Upon Receipt of a Report)

**Cross References:** ~~MSBA/MASA Model~~ Policy 103 (Complaints – Students, Employees, Parents, Other Persons)  
~~MSBA/MASA Model~~ Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
~~MSBA/MASA Model~~ Policy 515 (Protection and Privacy of Pupil Records)

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

*MSBA/MASA Model Policy 525*

*Orig. 1996*

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

*Rev. 2017*

## **525 VIOLENCE PREVENTION [APPLICABLE TO STUDENTS AND STAFF]**

### **I. PURPOSE**

The purpose of this policy is to recognize that violence has increased and to identify measures that the school district will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior.

The school board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities and on school grounds, buses, or field trips while under school district supervision.

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

- A. The policy of the school district is to strictly enforce its weapons policy (Policy 501).
- B. The policy of the school district is to act promptly in investigating all acts, or formal or informal complaints, of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- C. The administration will periodically review discipline policies and procedures, prepare revisions if necessary, and submit them to the school board for review and adoption.
- D. The school district will implement approved violence prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

### **III. IMPLEMENTATION OF POLICY**

- A. The school board will review and approve policies to prevent and address violence in our schools. The superintendent or designee will develop procedures to effectively implement the school weapons and violence prevention policies. It shall be incumbent on all students and staff to observe all policies and report violations to the school administration.
- B. The school board and administration will inform staff and students annually of policies and procedures related to violence prevention and weapons.
- C. The school district will act promptly to investigate all acts and formal and informal complaints of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- D. The consequences set forth in the school weapons policy (Policy 501) will be imposed upon any student or nonstudent who possesses, uses or distributes a weapon when in a school location.

- E. The consequences set forth in the school hazing policy (Policy 526) will be imposed upon any student or staff member who commits an act against a student or staff member; or coerces a student or staff member into committing an act, that creates a substantial risk of harm to a person in order for the student or staff member to be initiated into or affiliated with an organization, or for any other purpose.
- F. Students who engage in assault or violent behavior will be removed from the classroom immediately and for a period of time deemed appropriate by the principal, in consultation with the teacher, pursuant to the student discipline policy (Policy 506).
- G. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Pupil Fair Dismissal Act.
- H. Procedures will be developed for the referral of any person in violation of this policy or the weapons policy to the local law enforcement agency in accordance with Minn. Stat. § 121A.05.
- I. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial, or sexual harassment or violence against other individuals as defined in the harassment and violence policy (Policy 413) will be subject to the procedures set forth in the student dress and appearance policy (Policy 504). "Gang" as used in this policy means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. A "pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.
- J. This policy is not intended 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, denote gang affiliation, advocate harassment or violence against others, are likely to disrupt the education process, or cause others to react in a violent or illegal manner (Policy 504).

#### **IV. PREVENTION STRATEGIES**

The school district has adopted and will implement the following prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

***[Note: The school board can adopt any of the prevention strategies that it intends to implement in its schools, including some or all of the following sample strategies.]***

- A. Adopt a district crisis management policy to address potential violent crisis situations in the district.

- B. Provide training in recognition, prevention, and safe responses to violence and development of a positive school climate.
- C. Coordinate a local school security review committee or task force comprised of school officials, law enforcement, parents, students, and other youth service providers to advise on policy implementation.
- D. In-service training for personnel in aspects of reporting, visibility, and supervision as deterrents to violence.
- E. In-service training for personnel and school board members by experts familiar with sexual abuse, domestic violence, and personal safety issues on the following: helping students identify violence in the family and the community so that students may learn to resolve conflicts in effective, nonviolent ways; responding to a disclosure of child sexual abuse in a supportive, appropriate manner; and/or complying with mandatory reporting requirements under the Maltreatment of Minors Reporting Act.
- F. Promote student safety responsibility by encouraging the reporting of suspicious individuals and unusual activities on school grounds.
- G. Establish a curriculum committee that explores ways of teaching students violence prevention strategies, law-related education, and character/values education (universal values, e.g., honesty, personal responsibility, self-discipline, cooperation, and respect for others).
- H. Establish clear school rules that prevent and deter violence.
- I. Develop cross-cultural awareness programs to unify students of all cultures and backgrounds, to develop mutual respect and understanding of shared experiences and values among students, and to promote the message of inclusion.
- J. Establish conflict resolution training, conflict management, or peer mediation programs for staff and students to teach conservative approaches to settling disputes.
- K. Develop curriculum that teaches social skills such as maintaining self-control, building communications skills, forming friendships,  
  
resisting peer pressure, being appropriately assertive, forming positive relationships with adults, and resolving conflict in nonviolent ways.
- L. Develop curriculum that teaches critical viewing and listening skills in analyzing mass media to recognize stereotypes, distinguish fact from fantasy, and identify differences in behavior and values that conflict with their own.
- M. Develop student safety forums that both inform and elicit students' ideas about particular safety problems in the building.
- N. Develop a student photo or name identification system for quick identification of the student in case of emergency.
- O. Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.

- P. Require all visitors to check-in the main office upon their arrival and state their business at the school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.
- Q. Develop curriculum 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.
- R. Develop curriculum on child sexual abuse prevention for students, including 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. The curriculum may be created in consultation with federal, state, and local agencies and community-based organizations, including the Child Information Gateway website maintained by the United States Department of Health and Human Services, to identify research-based tools, curricula, and programs to prevent child sexual abuse.
- S. Provide training to all school personnel on recognizing and preventing sexual abuse and sexual violence which may include training on mandatory reporting requirements provided on the Department of Education's website and reviewing the Code of Ethics for Minnesota Teachers.

**V. STUDENT SUPPORT**

- A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students with violence prevention and intervention.
- B. Students will be apprised of school board policies designed to protect their personal safety.
- C. Students will be provided with information as to school district and building rules regarding weapons and violence.
- D. Students will be informed of resources for violence prevention and proper reporting.

**VI. PERSONNEL**

- A. School district personnel shall comply with the school weapons policy (Policy 501) and the school hazing policy (Policy 526).
- B. School district personnel shall be knowledgeable of violence prevention policies and report any violation to school administration immediately. School district personnel will be informed annually as to school district and building rules regarding weapons and violence prevention.
- C. School district personnel or agents of the school district shall not engage in emotionally abusive acts including malicious shouting, ridicule, and/or threats or other forms of corporal punishment (Policy 507).

**Legal References:** Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)  
Minn. Stat. § 120B.22 (Violence Prevention Education)

Minn. Stat. § 120B.232 (Character Development Education)  
 Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)  
 Minn. Stat. § 121A.035 (Crisis Management Policy)  
 Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)  
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
 Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)  
 Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
 Minn. Stat. § 121A.64 (Notification)  
 Minn. Stat. § 121A.69 (Hazing Policy)  
 Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)  
 18 U.S.C. § 921 (Definition of Firearm)  
 20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)  
 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)  
*Stephenson v. Davenport Cmty. Sch. Dist.*, 110 F.3d 1303 (8<sup>th</sup> Cir. 1997)  
*McIntire v. Bethel School*, 804 F.Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992)  
*Olesen v. Board of Educ. of Sch. Dist. No. 228*, 676 F.Supp. 820, 44 Educ. L.Rep. 205 (N.D. Ill. 1987)

**Cross References:** ~~MSBA/MASA Model~~ Policy 413 (Harassment and Violence)  
~~MSBA/MASA Model~~ Policy 501 (School Weapons Policy)  
~~MSBA/MASA Model~~ Policy 504 (Student Dress and Appearance)  
~~MSBA/MASA Model~~ Policy 506 (Student Discipline)  
~~MSBA/MASA Model~~ Policy 507 (Corporal Punishment)  
~~MSBA/MASA Model~~ Policy 514 (Bullying Prohibition Policy)  
~~MSBA/MASA Model~~ Policy 526 (Hazing Prohibition)  
~~MSBA/MASA Model~~ Policy 529 (Staff Notification of Violent Behavior by Students)

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

*MSBA/MASA Model* Policy 527

Orig. 1998

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

Rev. 2002

## **527 STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS, AND SEARCHES**

### **I. PURPOSE**

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools, and to protect the health, safety, and welfare of students and school personnel.

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

The policy of this school district is to allow the limited use and parking of motor vehicles by students in school district locations. The position of the school district is that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety, and welfare of students and school personnel. This policy applies to all students in the school district.

### **III. DEFINITIONS**

- A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes, but is not limited to, weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.
- B. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent, or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- C. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm, or destruction of evidence), and the age of the student.
- D. "School district location" means property that is owned, rented, leased, or borrowed by the school district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining access to such property. A school district location also shall include off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

#### IV. STUDENT USE OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

Students generally are not permitted to use motor vehicles during the school day in any school district location. Students may use motor vehicles on the high school campus[es] during the school day only if there is a school related purpose such as an off site class, PSEO course; they have been excused by a parent/guardian; or an emergency and permission has been granted to the student by a school official to use a motor vehicle. Students are permitted to use motor vehicles in school district locations outside of the school day only on the high school campus[es].

***[Note: This portion of the policy may need to be modified depending upon the designation of the high school campus as open or closed. For example, the school district may choose to adopt language for an open campus in the second sentence such as "Students may use motor vehicles on the high school campus[es] during the school day only during the student's designated lunch period or if there is an emergency and permission has been granted to the student by (designated school official) to use a motor vehicle during the school day."*]**

#### V. STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

- A. Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving a motor vehicle to a high school campus may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways, on private property, or in ***[other designated areas, e.g., parking lots designated for use only by staff or by the general public]***.
- B. When there are unauthorized vehicles parked on school district property, school officials may:
  - 1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
  - 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school district property.

#### VI. PATROLS, INSPECTIONS, AND SEARCHES

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

##### A. Patrols and Inspections

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

##### B. Search of Interior of Student Motor Vehicle

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable

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

C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches, and/or Seizures

A violation of this policy occurs when students store or carry contraband in motor vehicles in a school district location or interfere with patrols, inspections, searches, and/or seizures as provided by this policy.

D. Seizure of Contraband

If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

E. Dissemination of Policy

A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

## VII. DIRECTIVES AND GUIDELINES

The superintendent is granted authority to develop and present for school board review and approval reasonable directives and guidelines which address specific needs of the school district related to student use and parking of motor vehicles in school district locations, such as a permit system and parking regulations. ~~Approved directives and guidelines shall be attached as an addendum to this policy.~~

~~***[Note: Some school districts may choose to allow students to park their cars in school district locations, such as designated student parking lots, by permit only. Such a permit system can be used to assist in the dissemination and enforcement of the motor vehicle policy. For example, school districts instituting a permit system can advise students who apply for a permit that the motor vehicle policy exists and that their motor vehicles are subject to inspection and search by school officials. An acknowledgment form, such as the sample attached to this policy, can then be utilized to document the notice given and the student's receipt of the policy.]***~~

~~***[Note: If a school district institutes a permit system and intends to charge students a fee for parking permits, the procedures in Minn. Stat. § 123B.38 must be followed before the fees are implemented.]***~~

## VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

**Legal References:** U. S. Const., amend. IV  
Minn. Const., art. I, §10

Minn. Stat. § 123B.02, Subds. 1 and 5 (General Powers of Independent School Districts)

*New Jersey v. T.L.O.*, 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)

**Cross References:**

~~MSBA/MASA Model~~ Policy 417 (Chemical Use and Abuse)

~~MSBA/MASA Model~~ Policy 418 (Drug-Free Workplace/Drug-Free School)

~~MSBA/MASA Model~~ Policy 501 (School Weapons Policy)

~~MSBA/MASA Model~~ Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)

~~MSBA/MASA Model~~ Policy 506 (Student Discipline)

~~MSBA/MASA Model~~ Policy 712 (Video Surveillance Other Than on Buses)

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

*MSBA/MASA Model Policy 529*

Orig. 1999

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

Rev. 2016

## **529 STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS**

***[Note: School districts are not required to adopt a policy regarding staff notification of violent behavior by students. State law does, however, require school districts to provide classroom teachers with notice of the placement of students with a history of violent behavior in their classrooms. Thus, school districts may decide the manner in which they provide such notice. In 2003, the Minnesota Legislature required a committee, including a representative from the Minnesota School Boards Association (MSBA), to develop a model policy for schools to notify staff about violent behavior by students. That model policy is available on the Minnesota Department of Administration's website. MSBA has modified the committee-developed policy for consistency with its other model policies and to reflect management perspectives. MSBA recommends this policy.]***

### **I. PURPOSE**

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student.

The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure for notifying staff regarding the placement of students with a history of violent behavior.

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

- A. Any staff member or other employee of the school district who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the principal of the building in which the student attends school.
- B. The administration will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notifying and determining how staff will manage such student.
- C. Only staff members who have a legitimate educational interest in the information will receive notification.

### **III. DEFINITIONS**

For purposes of this policy, the following terms have the meaning given them.

A. Administration

"Administration" means the superintendent, building principal, or other designee.

B. Classroom Teacher

"Classroom teacher" means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.

C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incident(s) of violence, including any documented physical assault of a school district employee by the student, have occurred during the current or previous school year.
2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.

D. Incident(s) of Violence

"Incident(s) of violence" means willful conduct in which a student endangers or causes physical injury to the student, other students, a school district employee, or surrounding person(s) or endangers or causes significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

E. Legitimate Educational Interest

"Legitimate educational interest" includes 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 educational data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or the 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; or
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.
4. Perform a task directly related to responding to a request for data.

F. School Staff Member

"School staff member" includes:

1. A person duly elected to the school board;
2. A person employed by the school board in an administrative, supervisory, instructional, or other professional position;
3. 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
4. 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.

***[Note: School districts may wish to reference other school staff members such as paraprofessionals, bus drivers, occupational therapists, or police liaison officers in the definition of a "school staff member." However, the definition of a "school staff member" in this policy should be identical to the***

***school district's definition of a "school official" in Policy 515, Protection and Privacy of Pupil Records.]***

**IV. PROCEDURE FOR STAFF NOTIFICATION OF STUDENTS WITH VIOLENT BEHAVIOR**

A. Reports of Violent Behavior

Any staff member or other employee of the school district who becomes aware of any information regarding the violent behavior of an enrolling student or any student enrolled in the school district shall immediately report the information to the building principal where the student is enrolled or seeks to enroll.

B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see Section III.C., above) will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, written notice will be given by the administration to other school staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher's classroom. The administration will provide notice to anyone substituting for the classroom teacher or school staff member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other school district employees or individuals outside of the school district with information regarding a student, including information regarding a student's history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

C. Determination of Who Receives Notice

The determination of which classroom teachers and school staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the school district's Responsible Authority appointed by the school board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this determination, the Responsible Authority will provide guidance to the administration as to what data will be shared.

D. Form of Written Notice

The notice given to classroom teachers and school staff members will be in writing and will include the following:

1. Name of the student;
2. Date of notice;
3. Notification that the student has been identified as a student with a history of violent behavior as defined in Section III. of this policy; and
4. Reminder of the private nature of the data provided.

E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and school staff members notified under this section.
2. Retention of the written notice or other documentation provided to classroom teachers and school staff members is governed by the approved Records

Retention Schedule.

F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in his or her discretion, that the classroom teacher and/or school staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.
2. The persons present at the meeting may have access to the data described in Section IV.D., above.

G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the school district in accordance with Policy 515, Protection and Privacy of Pupil Records. Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a Notification of Violent Behavior.

**V. MAINTENANCE AND TRANSFER OF RECORDS**

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to enroll in accordance with Policy 515, Protection and Privacy of Pupil Records.

**VI. PARENTAL NOTICE**

- A. The administration will notify parents annually that the school district gives classroom teachers and other school staff members notice about students' history of violent behavior.
- B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or school staff members, the administration will inform the student's parent or guardian that such notice will be provided.
- C. Parents will be given notice that they have the right to review and challenge records or data, including the data documenting the history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

**VII. TRAINING NEEDS**

Representatives of the school board and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120A.22, Subd. 7 (School Attendance - Education Records)  
Minn. Stat. § 121A.45 (Grounds for Dismissal)  
Minn. Stat. § 121A.64 (Notification of Students with Violent Behavior)  
Minn. Stat. § 121A.75 (Law Enforcement Notice to Schools)  
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1-99.67 (Rules Implementing FERPA)

Minn. Laws 2003, 1<sup>st</sup> Sp., Ch. 9, Art. 2, § 53

**Cross References:** ~~MSBA/MASA Model~~ Policy 515 (Protection and Privacy of Pupil Records)

**MODEL NOTICE**

**STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS**

To: (Staff Name)

From: (Administrative Official)

Date of Notice:

This notice is sent to inform you that the following student has a history of violent behavior. The notice is sent to assist you in helping this student to be successful and ensuring the safety of students and staff.

**You can use what you have learned about the student's history of violent behavior only to the extent allowed by school district policy. The data on this form are private data under state and federal law, and the student's privacy rights must be protected.**

Student's name:

Incident(s) of violence:

**If staff have a legitimate educational interest, provide the following information.**

Description/Explanation of incident(s) if known (Specifically include any mitigating factors, e.g. self-defense, defense of others, medication issues):

The types of situations that might trigger violent behavior by this student, if known (e.g. triggers for frustration or anger):

Strategies or interventions that are successful with this student, if known:

The following documents may be available for you to review regarding this student:

- IEP
- §504 Plan
- Functional Behavioral Assessment
- Reports or statements by school staff
- Information provided by the parent or guardian

Additional information may be available to you based on your legitimate educational interest.

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

MSBA/MASA Model Policy 532

Orig. 2003

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

Rev. 2019

## **532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

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

***[Note: Minnesota Laws 2009, Chapter 96, made a number of changes to the laws and rules governing the use of "conditional procedures" with respect to special education students. Specifically, Chapter 96 repealed, EFFECTIVE AUGUST 1, 2011, Minn. Stat. §§ 121A.66, 121A.67, Subd. 1, as well as Minn. Rules 3525.0210, Subparts 5, 6, 9, 13, 17, 29, 30, 46, 47, and 3525.2900, Subp. 5. These laws and rules were replaced, effective August 1, 2011, with a restrictive procedures law which generally addresses the restraint of special education students. Also note that the restrictive procedures law contains a significant staff training component, found at Minn. Stat. § 125A.0942, Subds. 1, 2, and 5. Staff who intend to use restrictive procedures must be trained in the areas specified in Subd. 5 to use these procedures.]***

### **I. PURPOSE**

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

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

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

### **III. DEFINITIONS**

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest.

The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

- C. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- D. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

#### **IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

##### **A. Removal By Crisis Team**

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

##### **B. Removal By Police Liaison Officer or Peace Officer**

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a

crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

***[Note: If the school district uses a different reference name for its student records policy, insert that name in place of the reference to Protection and Privacy of Pupil Records, which is the title of MSBA/MASA Model Policy 515.]***

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, 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.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. Corporal punishment prohibited by Minn. Stat. § 121A.58;
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. Totally or partially restricting a child's senses as punishment;
4. Denying or restricting a child's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556;
6. Physical holding (as defined in Minn. Stat. § 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
7. Withholding regularly scheduled meals or water; and/or
8. Denying a child access to toilet facilities.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn. Stat § 125A.0942, Subd. 5, and otherwise comply with the requirements of § 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

**Legal References:**

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.67, Subd. 2 (Aversive and Deprivation Procedures)  
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)  
Minn. Stat. § 609.06 (Authorized Use of Force)  
Minn. Stat. § 609.379 (Permitted Actions)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))  
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))  
34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Law Enforcement)

**Cross References:**

~~MSBA/MASA Model~~ Policy 506 (Student Discipline)  
~~MSBA/MASA Model~~ Policy 507 (Corporal Punishment)  
~~MSBA/MASA Model~~ Policy 515 (Protection and Privacy of Pupil Records)  
~~MSBA/MASA Model~~ Policy 525 (Violence Prevention)  
~~MSBA/MASA Model~~ Policy 806 (Crisis Management Policy)

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

*MSBA/MASA Model Policy 535  
Orig. 2019*

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

## **535 SERVICE ANIMALS IN SCHOOLS**

### **I. PURPOSE**

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

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

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

### **III. DEFINITIONS**

#### **A. Service Animal**

A "service animal" is a dog (regardless of breed or size) or miniature horse that is individually trained to perform "work or tasks" for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual's disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

#### **B. Handler**

A "handler" is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, "handler" means the person who cares for and supervises the animal on that individual's behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

#### **C. Work or Tasks**

1. "Work or tasks" are those functions performed by a service animal.
2. Examples of "work or tasks" include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.

D. Trainer

A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

**IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES**

- A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school- sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.
- B. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:
  1. Is the service animal required because of a disability; and
  2. What work or tasks is the service animal trained to perform.
- C. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.
- D. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

**V. REQUIREMENTS FOR ALL SERVICE ANIMALS**

- A. The service animal must be required for the individual with a disability.
- B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.
- C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
- D. The service animal must be housebroken.

- E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.
- F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.
- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

**VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL**

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School district employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.
- B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.
- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

**VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL**

- A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:
  - 1. Any of the requirements described in Part V., above, are not met.
  - 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
  - 3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or
  - 4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.

- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

**VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES**

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

**IX. ALLERGIES; FEAR OF ANIMALS**

If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

**X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS**

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.

**XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES**

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the superintendent or the administrator designated to handle such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

**XII. LIABILITY**

- A. The owner of the service animal or non-service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on school district property.

- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

**Legal References:** Section 504 of the Rehabilitation Act of 1973  
28 C.F.R. § 35.104, 28 C.F.R. § 35.130(b)(7), and 28 C.F.R. § 35.136 (ADA Regulations)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)  
Minn. Stat. § 256C.02 (Public Accommodations for Persons with Disabilities)  
Minn. Stat. § 363A.19 (Discrimination Against Blind, Deaf, or Other Persons with Physical or Sensory Disabilities Prohibited)  
Minn. Stat. § 609.226 (Harm Caused by Dog)  
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

**Cross References:** ~~MSBA/MASA Policy~~ 402 (Disability Nondiscrimination Policy)  
~~MSBA/MASA Policy~~ 521 (Student Disability Nondiscrimination)

**APPROVAL REQUEST FORM FOR USE OF A SERVICE ANIMAL**

Please turn in your request to the [Superintendent] OR [Director of Student Services] (Students)  
or the [Superintendent] OR [Director of Human Resources] (Employees)

Student/Employee Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or authorized representative name(s) and contact information (*please include email, phone number, and address*): \_\_\_\_\_

Building: \_\_\_\_\_

Type of service animal: \_\_\_\_\_

Name of service animal: \_\_\_\_\_ Name of handler: \_\_\_\_\_

Is the service animal required because of a disability: \_\_\_\_\_

What work or tasks is the service animal trained to perform: \_\_\_\_\_

**Checklist for Completion of Form**

Attached is documentation that the service animal is:

- Properly licensed
- Properly and currently vaccinated

I have read and understand the School District's policy regarding service animals and will abide by the terms of the policy.

I understand that if my service animal: is out of control and/or the animal's handler does not effectively control the animal's behavior; is not housebroken or the animal's presence or behavior fundamentally interferes in the functions of the School District; or behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a direct threat to the health and safety of others that cannot be eliminated by reasonable modifications, the School District has the discretion to exclude or remove my service animal from its property.

I agree to be responsible for any and all damage to School District property, personal property, and any injuries to individuals caused by my service animal. I agree to indemnify, defend, and hold harmless the School District, its school board members, administrators, employees, and agents, from and against any and all claims, actions, suits, judgments, and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my service animal.

Superintendent/Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Note:** This Registration/Agreement is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different service animal will be used.

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

MSBA/MASA Model Policy 602

Orig. 1995

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

Rev. 2017

## 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 Commissioner of Education under Minn. Stat. § 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.7, below.]***~~

~~***[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minn. Stat. § 122A.40, Subds. 7 and 7a, or Minn. Stat. § 122A.41, Subds. 4 and 4a, the school district shall adopt as its school calendar a total of 240 days of student instruction and staff development, of which the total number of staff development days equals the difference between the total number of days of student instruction and 240 days. The school board may schedule additional staff development days throughout the calendar year.]***~~

- 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 Minn. Stat. § 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.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

***[Note: The provisions of the prior law requiring the school board to adopt the calendar for the next school year by April 1 have been repealed. The school board should still attempt to establish the calendar as early as possible so proper planning can take place by all members of the school community.]***

#### **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. 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.

**Legal References:** Minn. Stat. § 120A.40 (School Calendar)  
Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)  
Minn. Stat. § 120A.414 (E-Learning Days)  
Minn. Stat. § 120A.415 (Extended School Calendar)  
Minn. Stat. § 120A.42 (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)

**Cross References:** ~~MSBA/MASA Model~~ Policy 425 (Staff Development)

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

*MSBA/MASA Model* Policy 607

Orig. 1995

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

Rev. 2020

**607 ORGANIZATION OF GRADE LEVELS**

**I. PURPOSE**

The purpose of this policy is to address the grade level organization of schools within the school district.

**II. GENERAL STATEMENT OF POLICY**

A. The policy of the school district is to address the groupings of grade levels as recognized in Minn. Stat. § 120A.05, as follows:

**[Note: Each school district should identify within the groupings as defined in Minn. Stat. § 120A.05, how grade levels shall be organized within the school district from the options listed below:**

- Elementary:** \_\_\_\_\_ **Grades prekindergarten through 6**
- Middle:** \_\_\_\_\_ **Minimum of two consecutive grades above 4th but below 10th**
- \_\_\_\_\_ **Secondary:** \_\_\_\_\_ **(Grades 7 through 12)**
- \_\_\_\_\_ **Junior High** \_\_\_\_\_ **Grades \_\_\_\_ through \_\_\_\_**
- \_\_\_\_\_ **Senior High** \_\_\_\_\_ **Grades \_\_\_\_ through \_\_\_\_**
- \_\_\_\_\_ **Vocational** \_\_\_\_\_ **Grades 7 through 12]**

**Early Childhood** \_\_\_\_\_ Early Childhood Special Education, Early Childhood Family Education, School Readiness, K-Ready

**South Elementary** \_\_\_\_\_ Grade levels kindergarten through grade one

**North Elementary** \_\_\_\_\_ Grade levels two through four

**Middle School** \_\_\_\_\_ Grade levels five through eight

**High School** \_\_\_\_\_ Grade levels nine through twelve

**Oshawa Learning Center** \_\_\_\_\_ A program serving the residential clients of the Hoffmann Center

**Young Adult Adolescent Program** \_\_\_\_\_ Programs serving eligible students of the Regional Treatment Center

-

**Rock Bend High School** \_\_\_\_\_ An alternative program serving grades nine through twelve

**Area Learning Center** \_\_\_\_\_ A program providing extended day and extended year services to grades kindergarten through twelve

B. The superintendent may seek school board approval to administer certain programs on

a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

- C. The school district may request documentation that verifies a student falls within the school's minimum and maximum age requirements for admission to publicly funded prekindergarten, preschool, kindergarten, or grades 1 through 12. Documentation may include a passport, a hospital birth record or physician's certificate, a baptismal or religious certificate, an adoption record, health records, immunization records, immigration records, previously verified school records, early childhood screening records, Minnesota Immunization Information Connection records, or an affidavit from a parent.

### **III. DEFINITIONS**

- A. "Kindergarten" means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.
- B. "Prekindergarten" means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

**Legal References:** Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Public Schools)  
Minn. Stat. § 120A.20, Subd. 4 (Verification of Age for Admission to Public School)  
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

**Cross References:**

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

*MSBA/MASA Model* Policy 609

Orig. 1995

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

Rev. 2000

## **609 RELIGION**

### **I. PURPOSE**

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

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

- A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

### **III. RESPONSIBILITY**

- A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:
  - 1. The proposed activity must have a secular purpose.
  - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
  - 3. The activity must not foster excessive governmental relationships with religion.
  - 4. Notwithstanding the foregoing guidelines, reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or observance of religious holidays.
- B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives

and guidelines shall be attached as an addendum to this policy.

**Legal References:** U. S. Const., amend. I  
Minn. Stat. § 120A.22, Subd. 12(3) (Compulsory Instruction)  
Minn. Stat. § 120A.35 (Absence From School for Religious Observance)  
Minn. Stat. § 121A.10 (Moment of Silence)  
*Good News Club v. Milford Central School*, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)  
*Santa Fe Indep. Sch. Dist. v. Doe*, 530 U.S. 290, 120 S.Ct. 2266 (2000)  
*Tangipahoa Parish Bd. of Educ. v. Freiler*, 530 U.S. 1251, 120 S.Ct. 2706 (2000)  
*Lemon v. Kurtzman*, 403 U.S.602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)  
*Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1*, 690 F.3d 996 (8<sup>th</sup> Cir. 2012)  
*Wigg v. Sioux Falls Sch. Dist.*, 382 F.3d 807 (8<sup>th</sup> Cir. 2004)  
*Doe v. School Dist. of City of Norfolk*, 340 F.3d 605 (8<sup>th</sup> Cir. 2003)  
*Stark v. Independent Sch. Dist. No. 640*, 123 F.3d 1068 (8<sup>th</sup> Cir. 1997)  
*Florey v. Sioux Falls Sch. Dist. 49-5*, 619 F.2d 1311 (8<sup>th</sup> Cir. 1980)  
*Roark v. South Iron R-1 Sch. Dist.*, 573 F.3d 556 (8<sup>th</sup> Cir. 2009)  
*Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728*, 599 F.Supp.2d 1136 (D. Minn. 2009)  
*LeVake v. Independent Sch. Dist. No. 656*, 625 N.W.2d 502 (Minn. App. 2001)  
Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)  
Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)  
Minn. Op. Atty. Gen. 63 (1940)  
Minn. Op. Atty. Gen. 120 (1924)  
Minn. Op. Atty. Gen. 121 (1924)

**Cross References:** ~~MSBA/MASA Model~~ Policy 801 (Equal Access to School Facilities)

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

*MSBA/MASA Model Policy 610*  
*Orig. 1995*  
*Rev. 2012*

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

## **610 FIELD TRIPS**

### **I. PURPOSE**

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

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

The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

#### **A. Instructional Trips**

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

#### **B. Supplementary Trips**

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees)

#### **C. Extended Trips**

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).
2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.
3. General Guidelines
  - a. All extended field trips are optional for students.
4. Preliminary Approval

- a. Preliminary approval must be granted prior to announcement of the trip to students or parents/guardians. It must include the education/activity objectives for the proposed extended field trip.
- b. Preliminary approval requires the principal and superintendent signature.
- c. Preliminary approval authorizes the teacher/advisor to determine student and parent/guardian interest, acquire cost information, and generally assess the feasibility of the trip.

#### 5. Formal Approval

- a. The School Board acknowledges and appreciates the financial contributions of organizations in providing extended trip opportunities for students.
- b. After securing preliminary approval, an extended trip request form must be completed and approved at each level: teacher/advisor, principal, and superintendent.
- c. It must be approved before any contracted arrangements are made or any trip specific fundraising occurs.
- d. The contract(s) with providers and agents must be approved by the Business Manager in consultation with the teacher/advisor.
- e. Upon receipt of formal approval by the principal and superintendent, parents and guardians will be asked to sign a permission form authorizing their child's participation and accepting the conditions under which the trip was approved.
- f. A detailed itinerary and complete roster of participants and chaperones including the home addresses, phone number, and emergency contacts, shall be filed with the Principal before trip departure.

#### 6. Additional Rules

- a. All costs will be assumed by participants. Donations and approved fundraisers will be accepted.
- b. Student participation or lack thereof shall not be subject to, or affect, the classroom grade.
- c. Trips will have prior approval. Typically, no group or organization will be allowed more than one trip every two years.

#### D. Trips not sponsored by the School District

This category includes trips that involve district students and staff, but are organized and financed entirely by booster organizations, fundraising, and/or participants. Individuals occasionally organize and fund trips that the School District does not sponsor. The School District encourages such trips for the purpose of enhancing the educational opportunities of students, subject to the following:

- 1. Since such trips are not sponsored by the School District, the School District will not be involved in funding or managing funds for the trip, nor will it assume any liability or responsibility for the participants.
- 2. Organizers of such trips shall clearly inform students and parents/guardians that the trip is not sponsored by the School District.

3. Other than incidental time and supplies, the organizers shall not use school time or resources for preparation, communications, or organization of fund-raising.
4. If any school time is to be missed by student participants, parents/guardians must arrange to have their child excused according to normal building procedures.
5. If any work time is to be missed by staff, it shall be unpaid; however, personal leave days may be used if available, in accordance with the applicable labor agreement.

### **III. REGULATIONS**

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.
- B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.
- D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.
- E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.
  1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
  2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

### **IV. SCHOOL BOARD REVIEW**

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

**Legal References:** Minn. Stat. § 123B.36 (Authorized Fees)  
 Minn. Stat. § 123B.37 (Prohibited Fees)  
 Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)  
 Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)  
 Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)  
*Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721*, 327 F.3d 675 (8<sup>th</sup> Cir. 2003)

*Lee v. Pine Bluff Sch. Dist.*, 472 F.3d 1026 (8<sup>th</sup> Cir. 2007)

- Cross References:** ~~MSBA/MASA Model~~ Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
~~MSBA/MASA Model~~ Policy 423 (Employee – Student Relationships)  
~~MSBA/MASA Model~~ Policy 506 (Student Discipline)  
~~MSBA/MASA Model~~ Policy 707 (Transportation of Public School Students)  
~~MSBA/MASA Model~~ Policy 709 (Student Transportation Safety Policy)  
~~MSBA/MASA Model~~ Policy 710 (Extracurricular Transportation)

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

*MSBA/MASA Model* Policy 612.1

Orig. 1996

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

Rev. 2016

## **612.1 DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS**

***[Note: This policy reflects recent federal statutory changes made by the Every Student Succeeds Act (ESSA) which require school districts and schools to meet with parents and jointly develop parent and family engagement policies at both a district wide and school building level. This policy lists the required components of the parent and family engagement policies described herein and serves as a framework for their development. The policies and these components are mandatory in order for the school district to receive federal funds under this program.]***

### **I. PURPOSE**

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed, and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public and private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

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

- A. The policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities, and procedures for the engagement of parents and families in its Title I programs.
- B. The policy of the school district is to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parent and family engagement policies.

### **III. DEVELOPMENT OF DISTRICT LEVEL POLICY**

The school board will direct the administration to develop jointly with, agree upon with, and distribute to parents and family members of participating children a written parent and family engagement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for meaningful parent and family involvement and describe how the school district will:

- A. Involve parents and family members in the joint development of the school district's Title I plan and the development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

- C. Coordinate and integrate parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- D. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;
- E. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parent and family engagement policies; and
- F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

**IV. DEVELOPMENT OF SCHOOL LEVEL POLICY**

The school board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents and families, that shall describe the means for carrying out the federal requirements of parent and family engagement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- A. The policy will describe the means by which each school with a Title I program will:
  - 1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school’s participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
  - 2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;
  - 3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process for involving parents in the joint planning and design of the school’s programs, the school may use that process, if such process includes an adequate representation of parents of

participating children;

4. Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
  5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
  2. Describe the ways each parent will be responsible for supporting his or her child's learning by volunteering in his or her child's classroom and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
  3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
    - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
    - b. Frequent progress reports to the parents; and
    - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
    - d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:
1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
  2. Provide materials and training to assist parents in working with their children

to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
4. Coordinate and integrate parental involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;
5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
6. Provide such other reasonable support for parental involvement activities as requested by parents.

D. The policy will also describe the process to be taken if the school district and school choose to:

1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
4. Train parents to enhance the involvement of other parents;
5. Arrange meetings at a variety of times or conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation in school-related activities;
6. Adopt and implement model approaches to improving parental involvement;
7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.

E. To carry out the requirements of parent and family engagement, the school district and schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities,

and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language that is understandable by the parents.

- F. The school district and each school shall inform parents and parent organizations of the existence of family engagement in education programs.

The policies will be updated periodically to meet the changing needs of parents and the school.

**Legal References:** 20 U.S.C. § 6318 (Parent and Family Engagement)

**Cross References:**

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

*MSBA/MASA Model* Policy 613

Orig. 1997

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

Rev. 2019

## **613 GRADUATION REQUIREMENTS**

***[Note: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]***

### **I. PURPOSE**

The purpose of this policy is to set forth requirements for graduation from the school district.

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

The policy of the school district is that all students ~~entering grade 8 in the 2012-2013 school year and later~~ must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

### **III. DEFINITIONS**

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

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

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

### **V. GRADUATION ASSESSMENT REQUIREMENTS**

~~For students enrolled in grade 8 in the 2012-2013 school year and later,~~ Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and
- B. Consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

## VI. GRADUATION CREDIT REQUIREMENTS

Students ~~beginning 8<sup>th</sup> grade in the 2012-2013 school year and later~~ must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four ~~and a half~~ credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. ~~Three-Four~~ credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- C. An algebra I credit by the end of 8<sup>th</sup> grade sufficient to satisfy all of the 8<sup>th</sup> grade standards in mathematics;
- D. ~~Three-Four~~ credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either

chemistry or physics and (ii) all other academic standards in science;

- E. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
- F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
- G. A minimum of ~~seven~~ eight elective credits.
- H. Credit equivalencies
  - 1. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
  - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.
  - ~~3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.~~
  - ~~4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.~~
  - ~~5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.~~

## VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
  - 1. School District Standards, Health (K-12);
  - 2. School District Standards, Career and Technical Education (K-12); and
  - 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.\* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

\* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.

- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
  - 1. Minnesota Academic Standards, English Language Arts K-12;
  - 2. Minnesota Academic Standards, Mathematics K-12;
  - 3. Minnesota Academic Standards, Science K-12;
  - 4. Minnesota Academic Standards, Social Studies K-12; and
  - 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

### **VIII. EARLY GRADUATION**

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07, upon meeting the following conditions:

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

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)  
Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)  
Minn. Stat. § 120B.07 (Early Graduation)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** ~~MSBA/MASA Model~~ Policy 104 (School District Mission Statement)  
~~MSBA/MASA Model~~ Policy 601 (School District Curriculum and Instruction Goals)  
~~MSBA/MASA Model~~ Policy 614 (School District Testing Plan and Procedure)  
~~MSBA/MASA Model~~ Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
~~MSBA/MASA Model~~ Policy 616 (School District System Accountability)

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

MSBA/MASA Model Policy 614

Orig. 1997

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

Rev. 2022

## **614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE**

### **I. PURPOSE**

The purpose of this policy is to set forth the school district's testing plan and procedure.

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

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

### **III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION**

***[Note: This listing of school personnel may not be consistent with the personnel in the school district and, consequently, should be amended to reflect the personnel with responsibility for testing in the school district.]***

#### **A. Superintendent**

##### **1. Responsibilities before testing.**

- a. Designate a district assessment coordinator and district technology coordinator.
- b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
- c. Annually review and recertify staff who have access to MDE secure systems.
- d. Read and complete the *Assurance of Test Security and Non-Disclosure*.

***[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]***

- e. Establish a culture of academic integrity.
- f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
- g. Ensure student information is current and accurate.
- h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
- i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

- j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
  - k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
  - l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.
2. Responsibilities after testing.
- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
  - b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
  - c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
  - d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
  - e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
  - f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.
- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
  - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
    - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
  - d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
  - e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
  - f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
  - g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for

tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.

h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.

(1) Provide training on proper test administration and test security (Pearson's Training Management System).

(2) Verify staff complete any and all test-specific training.

i. Maintain security of test content, test materials, and record of all staff involved.

(1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

(2) Organize secure test materials for online administrations and keep them secure.

(3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.

d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

- c. Return secure test materials as outlined in applicable manuals and resources.
- d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
- e. Review student assessment data and resolve any issues.
- f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
- g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

- 1. Responsibilities before testing.
  - a. Designate a school assessment coordinator and technology coordinator for the building.
  - b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
  - c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
  - e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
  - f. Ensure adequate computers and/or devices are available and rooms are appropriately set up for online testing.
  - g. Verify that all test monitors and test administrators receive proper training for test administration.
  - h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.
  - i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.
- 2. Responsibilities on testing day(s).
  - a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
  - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- 3. Responsibilities after testing.

- a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
- b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

- 1. Responsibilities before testing.
  - a. Implement test administration and test security policies and procedures.
  - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
  - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
  - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
  - f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
  - g. Maintain security of test content and test materials.
    - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
    - (2) Organize secure test materials for online administrations and keep them secure.
    - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
    - (4) Identify need for additional test materials to district assessment coordinator.
    - (5) Provide MTAS student data collection forms if necessary.

- (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.
- (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
- b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
- e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

***[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]***

- f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
- b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- d. Return secure test materials as outlined in applicable manuals and resources.
- e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
- f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

- 1. Ensure that district is prepared for online test administration and provide technical support to district staff.

2. Acquire all necessary user identifications and passwords.
3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
  - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - b. Attend trainings related to test administration and security.
  - c. Complete required training course(s) for tests administering.
  - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
  - e. Be knowledgeable regarding student accommodations.
  - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
  - a. Before test.
    - (1) Receive and maintain security of test materials.
    - (2) Verify that all test materials are received.
    - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
    - (4) Verify student testing tickets and appropriate allowable materials.
    - (5) Assign numbered test books to individual students.
    - (6) Complete information as directed.
    - (7) Record extra test materials.
  - b. During test.

- (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
- (2) Follow all directions and scripts exactly.
- (3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.
- (4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

***[Note: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]***

- (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
- (6) Do not review, discuss, capture, email, post, or share test content in any format.
- (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
- (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
- (10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
- (11) Report any possible security breaches as soon as possible.

c. After test.

- (1) Follow directions and scripts exactly.
- (2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
- (3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

- a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- b. Attend trainings related to test administration and security.
- c. Complete required training course(s) for tests administering.

- d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
  - e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.
2. Responsibility on testing day(s).
- a. Before the test.
    - (1) Maintain security of materials.
    - (2) Confirm appropriate MTAS materials are available and prepared for student.
  - b. During the test.
    - (1) Administer each task to each student and record the score.
    - (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
    - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
    - (4) Document and report and unusual circumstances to district or school assessment coordinator.
  - c. After the test.
    - (1) Keep materials secure.
    - (2) Return all materials.
    - (3) Return objects and manipulatives to classroom.
    - (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

- 1. Responsibilities before testing.
  - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
  - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
  - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
- 2. Responsibilities after testing.
  - a. Ensure accurate enrollment of students in schools during the accountability windows.
  - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.

- c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

**IV. TEST SECURITY**

- A. Test Security Procedures will be adopted by school district administration.

***[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address..]***

- B. Students will be informed of the following:

1. The importance of test security;
2. Expectation that students will keep test content secure;
3. Expectation that students will act with honesty and integrity during test administration;
4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

- C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
2. Other contact information and options for reporting security concerns.

**V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT**

- A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

**Legal References:**

Minn. Stat. § 13.34 (Examination Data)  
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement; Striving for the World’s Best Workforce)  
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
 Minn. Stat. § 120B.36, Subd. 2 (School Accountability)  
 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
 Minn. Rules Parts 3501.082 (Academic Standards for the Arts)  
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:**

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
 MSBA/MASA Model Policy 613 (Graduation Requirements)  
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
 MSBA/MASA Model Policy 616 (School District System Accountability)  
 Minnesota PearsonAccess Next Resources and Forms:  
<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>

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

MSBA/MASA Model Policy 615

Orig. 1997

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

Rev. 2019

## **615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND LEP STUDENTS**

### **I. PURPOSE**

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

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

#### **A. Minnesota Test of Academic Skills (MTAS)**

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
  - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
    - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
    - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;
    - (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
    - (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
    - (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic

progress and how the student would participate in statewide testing.

- b. MTAS participation decisions must not be made on the following factors:
  - (1) Student's disability category;
  - (2) Placement;
  - (3) Participation in a separate, specialized curriculum;
  - (4) An expectation that the student will receive a low score on the MCA;
  - (5) Language, social, cultural, or economic differences;
  - (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

- 1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
- 2. Eligibility Requirements
  - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
  - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
  - c. For students in grades that the MTAS is not administered:
    - (1) the student must have cognitive functioning significantly below age level;
    - (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
    - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
  - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
  - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.

3. Alternate ACCESS participation decisions must not be made on the following factors:
  - a. Student's disability category;
  - b. Participation in a separate, specialized curriculum;
  - c. Current level of English language proficiency;
  - d. The expectation that the student will receive a low score on the ACCESS for ELs;
  - e. Language, social, cultural, or economic differences;
  - f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

### III. DEFINITION OF TERMS

See the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through [minnesotapearsonaccessnext.com](http://minnesotapearsonaccessnext.com).

### IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 5 of the current "Procedures Manual for the Minnesota Assessments" and 2017-18 Guidelines for Administration of Accommodations and Linguistic Supports ([http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommodandLS\\_2018.pdf](http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommodandLS_2018.pdf)).

### V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

**Legal References:** Minn. Stat. § 120B.11 (School District Process)  
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
 Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)  
 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
 Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
 Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

615-4

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS),  
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>

Alternate ACCESS for ELLs Participation Guidelines,  
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

***Cross References:***

MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 616 (School District System Accountability)

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

MSBA/MASA Model Policy 619

Orig. 1998

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

Rev. 2017

## **619 STAFF DEVELOPMENT FOR STANDARDS**

### **I. PURPOSE**

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

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

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

### **III. STANDARDS FOR STAFF DEVELOPMENT**

- A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

### **IV. TRAINING AND PROFESSIONAL DEVELOPMENT**

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and

behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

- B. Teachers/Administrators. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)  
Minn. Stat. § 122A.16 (Qualified Teacher Defined)  
Minn. Stat. § 122A.60 (Staff Development Program)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 616 (School District System Accountability)

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

MSBA/MASA Model Policy 623

Orig. 1999

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

Rev. 2019

## 623 **MANDATORY** SUMMER SCHOOL INSTRUCTION

### I. PURPOSE

The purpose of this policy is to establish program parameters and student attendance guidelines and requirements for the school district relating to the provision of mandatory summer school educational services.

### II. GENERAL STATEMENT OF POLICY

Summer school educational services and instruction shall be directed toward the fulfillment of the goals and objectives of the educational program and graduation standards of the school district.

### III. PROCEDURES

A. The school district shall offer summer school instruction providing opportunities for:

***[Note: The following are for illustrative purposes. Summer school instructional offerings are a policy decision to be determined by the local school board.]***

- 1. Remedial instruction at the \_\_\_\_\_ level(s);**
- 2. Make-up and review courses at the \_\_\_\_\_ level(s);**
- 3. Special education instruction and services related to **mandatory** summer school instruction consistent with applicable state and federal authority for all qualified **disabled children children with disabilities** where appropriate to their educational needs;**
- 4. Reading intervention programs or instruction for students who are at risk of not learning to read before the end of second grade; and**
- 5. Other mandatory summer school programs as determined by the school district.**

B. All services of the summer school program will be free to residents of the school district whose need for a summer program has been identified by teachers or the school principal and who are required to attend pursuant to established school district criteria and the provisions of this policy.

C. The summer school curriculum will be established in line with the needs of students and in accordance with rules of the Department of Education. Remedial, make-up, and review courses shall provide opportunities for students to qualify for promotion and/or credit in areas and subjects where previous work has not met promotion/credit standards. It shall further be designed to assist students who have not passed one or more basic requirements tests and who are in need of remediation services relating to the school district's graduation standards or who have been identified as at risk of not

learning to read before the end of second grade.

- D. Summer school provides the opportunity for students to improve basic skills and further their academic progress. ~~and/or accelerate in designated academic areas.~~ The intent of the school district is to ensure that courses taught during the summer session are of the same level of instructional breadth and difficulty as provided during the regular school year.

#### **IV. MANDATORY SUMMER SCHOOL INSTRUCTION**

***[Note: The Compulsory Instruction Law at Minn. Stat. § 120A.22, Subd. 5, specifically authorizes school districts to require children subject to compulsory instruction to attend summer school. Each school district that wishes to implement mandatory summer school instruction must establish the criteria and standards for determining which students will be required to receive such instruction. These criteria should be developed and determined by the school board in consultation with appropriate educational professionals. The final criteria and standards should be provided with specificity in this section. These criteria are within the discretion of the school board and may be tailored to a school district's particular needs and resources. They may be aimed at certain grade levels, academic areas and programs, or at students in need of remediation services relating to the school district's graduation standards and basic requirements testing.]***

***[Also, pursuant to Minn. Stat. § 120B.12, as of the 2011-2012 school year, school districts must identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year. Such students must be screened for characteristics of dyslexia. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. School districts must also monitor the progress and provide reading instruction appropriate to the specific needs of English learners. School districts must use a locally adopted, developmentally appropriate, and culturally responsive assessment. School districts are required to provide reading intervention methods for such students, which may include requiring student attendance in summer school.]***

#### ***[Alternative]***

The school board will direct the administration to identify and develop specific criteria and standards for determining which students must receive summer school instruction. These will be provided to the school board for review and approval on no less than an annual basis. Following school board approval, the criteria and standards for mandatory summer school instruction will be included in this policy as Attachment A and incorporated herein by reference.

#### **IV. TRANSPORTATION SERVICES**

- A. The school district shall make available transportation services for all students required to receive instruction in the school district's summer school program in accordance with Minn. Stat. § 120A.22, Subd. 5(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.
- B. The school board shall retain sole discretion, control, and management of scheduling

routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

**V. SCHOOL BOARD REVIEW**

The superintendent or designated representative shall report at least annually to the school board regarding the status and utilization of programs under this policy. All summer school programs will be subject to annual review and approval by the school board.

**Legal References:** Minn. Stat. § 120A.20 (Admission to Public School)  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.09 (Boards of Independent School Districts)  
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)  
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)  
Minn. Rules Part 3501 (Graduation Standards)

**Cross References:** ~~MSBA/MASA Model~~ Policy 603 (Curriculum Development)  
~~MSBA/MASA Model~~ Policy 604 (Instructional Curriculum)  
~~MSBA/MASA Model~~ Policy 605 (Alternative Programs)  
~~MSBA/MASA Model~~ Policy 707 (Transportation of Public School Students)



## ADDENDUM

### REGULAR BOARD MEETING Monday, September 19, 2022 SPCC-Governor's Room 6:30PM

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#### VII. ACTION ITEMS

##### **4. AGENDA ITEM #4**

**Subject:** Consider Policies for a Single Reading Due to Immaterial Changes

**Action:** Requires a Motion

**Background:** When Policies have immaterial changes, they can be adopted after a single reading.  
701.2-Financial Management Goals (previously Policy 004.20)  
702.1-Procurement Practices (previously Policy 004.16)  
702.2-Check Issuance Between School Board Meetings (previously Policy 004.40)  
706.1-Naming Rights (previously Policy 004.60)  
604.1-Controversial Issues-Discussion (previously Policy 006.21)  
908-Volunteers (previously Policy 008.22)  
909-Hall of Fame (previously Policy 008.60)

**Presentation:** Superintendent Gronseth  
Policy Committee

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

**004. BUSINESS MANAGEMENT**

- 004.1 Budget**
  - 004.11 See Policy 701-Establishment And Adoption Of School District Budget**
  - 004.12 See Policy 701.1-Modification Of School District Budget**
  - 004.13 See Policy 713-Student Activity Accounting**
  - 004.14 See Policy 702-Accounting, 714 Fund Balances**
  - 004.15 See Policy 703-Annual Audit**
  - 004.16 Procurement Policy**
- 004.2 Financial Management Goals**
- 004.3 See Policy 705 Investments**
- 004.4 Check Issuance between School Board Meetings**
- 004.5 See Policy 905 Advertising**
- 004.6 Naming Rights**
- 004.7 Concession Stands**
- 004.8 Booster Clubs**
- 004.9 Expense Reimbursement**
  - 004.91 See Policy 412-Expense Reimbursement**
  - 004.92 Expense Reimbursement for Clothing Damage**
- 004.10 See Policy 706 Acceptance of Gifts**
- 004.11 See Policy 534 Unpaid Meal Charges**

**004.12      See Policy 802-Disposition of Obsolete Equipment and Material**

**004.13      See Policy 713-Student Activity Accounting**

## ~~004. BUSINESS MANAGEMENT~~

### ~~004.1 Budget~~

#### ~~004.16~~ **702.1 Procurement Practices**

##### **I. PURPOSE**

The purpose of this policy is to outline the purchasing practices followed by the school district.

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

This policy defines the process for purchasing supplies, equipment, materials and services that will be used to meet the educational needs of the school district. Purchasing processes follow the guidance of state statutes, federal OMB uniform guidance, the directives of the Minnesota Department of Education and the district auditor, and business best practices.

##### **III. PURCHASING PRACTICES**

1. The Business Office shall perform the administrative functions necessary to the procurement of goods and services for the School Board, and maintain accurate records of all transactions for documentation and audit purposes.
2. All purchases will follow the District's requisition and purchase order process established by the business manager. In the case of an emergency or urgency of time, the process may be modified with the pre-approval of the superintendent. Payments to vendors will not be approved or paid until the item or service has been received.
3. All purchase orders will be reviewed by the appropriate administrative staff to ensure the item is necessary and appropriate in relation to the strategic goals of the District.
4. In the instances where applicable and advantageous, administrative staff will review local government intergovernmental agreements for consideration.
5. All contracts are to be awarded to only those business or contractors with the ability to perform the specified contract terms successfully.
6. All solicitations sought by the District will provide clear and accurate descriptions of the technical requirements for the material, product, or service to be procured.
7. The District shall seek business and/or bids from all eligible vendors and consultants, regardless of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance,

sexual or affectional orientation, familial status or disability.

Reviewed: May 2017

**004. BUSINESS MANAGEMENT**

**004.2 701.2 Financial Management Goals**

**I. PURPOSE**

The purpose of this policy is to provide a financial management framework for financial planning and decision making by the School Board, Finance Business Committee, and District staff.

**II. GENERAL STATEMENT OF POLICY**

It is the School District's policy that financial goals are broad statements of board philosophy intended to guide the District in its financial matters.

**III. FINANCIAL MANAGEMENT GOALS**

- A. The District will establish a financial base sufficient to support high quality and innovative educational programs that meet community needs.
- B. The District will follow prudent and professional financial management practices in order to achieve and maintain long-term financial stability.
- C. The District will demonstrate to the taxpayers of the District due diligence in the procuring and awarding of financial contracts.
- D. The District will examine ways to provide cost-effective services to citizens by cooperating with other educational, government, and nonprofit agencies.
- E. The District will actively pursue revenue opportunities above and beyond state and federal funding resources.
- F. The District will have an adequate capital improvement program that maintains existing District assets, provides for student and employee safety, maintains a quality instructional environment, and allows for enhancements that are necessary to meet changes in enrollment.
- G. The District will continually review and improve its formal budget document and other financial information so that it clearly and openly communicates its resources, expenditures, and financial position.

First Reading: March 13, 2008

Adopted: April 10, 2008

Reviewed: June 2011  
December 2011  
May 2016

**~~004. BUSINESS MANAGEMENT~~**

**~~004.4 702.2~~ Check Issuance Between School Board Meetings**

**I. PURPOSE**

The purpose of this policy is to establish lines of authority and procedures to accommodate situations that arise in which immediate payment of accounts is necessary.

**II. GENERAL STATEMENT OF POLICY**

The School Board authorizes the Superintendent or his/her designee to issue checks between School Board meetings in advance of School Board approval for designated scenarios.

**III. PROCEDURES**

- A. The following scenarios are authorized for immediate payment:
1. Claims for goods and services which have been previously authorized by the Board of Education;
  2. Claims for the School District's share of employee fringe benefits;
  3. Payment of bond principal and interest;
  4. Fiscal agent fees;
  5. Remittance of amounts withheld from employees;
  6. Transfers from the General Accounts Payable checking account to the Payroll checking account;
  7. Claims for goods and services for which payment is required to avoid penalties or delayed delivery;
  8. Purchase of investments;

9. Inter-bank transfers; and

10. Claims for goods and services for which payment prior to a School Board meeting is in the best interest of the School District as determined by the Superintendent or the Superintendent's designee.

B. The Superintendent, or his/her designee, shall include checks so issued in the list of bills submitted to the School Board treasurer for review.

C. The Treasurer of the School Board shall review the payment of bills on a monthly basis and make a recommendation to the School Board for approval.

Reviewed: December 1999  
June 2004  
June 2011  
December 2011  
May 2016

**004. BUSINESS MANAGEMENT**  
**004.6 706.1 Naming Rights**

**I. PURPOSE**

The purpose of this policy is to provide guidelines for having a building or a portion of a building or grounds named after an individual(s), an entity, or a business.

**II. GENERAL STATEMENT OF POLICY**

The school district may grant naming rights under two circumstances: a building, portion of a building, grounds, or school program may be named after an individual(s), an entity, or a business based on the payment of a set fee, sponsorship or the provision of equipment, materials, land, or services. The school district may grant naming rights to recognize outstanding service to the district, recognition of the achievement of distinguished alumni, or recognition of individuals who have made significant contributions or accomplishments in their careers, community, nation, and/or world.

**III. GRANTING NAMING RIGHTS**

- A. In granting naming rights, due regard should be taken of the need to maintain an appropriate balance between commercial considerations and the role which names of buildings and spaces contribute to the school district's sense of identity as well as their role in assisting staff, students, and visitors to orient themselves within a campus.
- B. The granting of naming rights must always be consistent with the school district's mission and vision. The long-term effects of the naming rights must be considered. The department/school affected by the naming right to be granted may be consulted before any decision is made.
- C. Each granting of naming rights is bound by a written agreement defined by this policy and all other applicable board policies and the administrative rules and regulations pertinent to this policy.

1. The school board must approve named facilities and/or grounds. Any approval will state precisely where such naming rights may occur, the manner and type of signage associated with the name, and the length of time for which the naming rights will be in place.
2. The school district may not grant a naming right without consulting the named party, if possible.
3. Monetary valuations may be assigned to proposed naming rights on a case-by-case basis to aid with making decisions about granting naming rights. Payment for naming rights must be in place prior to the naming occurs.
4. The superintendent will recommend the monetary valuation of each naming right after consulting with the appropriate Board committee. Each case should take into account market comparisons for naming rights for which professional advice may be sought.
5. Naming rights may be revoked based on justifiable reason as determined by the school board.

#### **IV. ACCOUNTING**

- A. Naming revenues must be accounted for and reported in compliance with UFARS.
- B. All funds generated through naming rights shall be deposited in the appropriate fund based on its intended purpose.

First Reading: December 19, 2011

Adopted: January 5, 2012

Reviewed: June 2014  
July 2014  
April 2015  
May 2016

## **004. BUSINESS MANAGEMENT**

### **004.7 Concession Stands (ongoing)**

#### **I. PURPOSE**

The purpose of this policy is to:

- A. provide clear and consistent guidelines for the operation of district concessions;
- B. ensure proper handling of all funds associated with the sale of products; and
- C. meet health and safety regulations for the sale and disbursement of food/beverage items on school property and at school events.

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

The School District shall be responsible for the sale and serving of food, beverage, or product within the concession stands of the Districts.

#### **III. GUIDELINES AND REQUIREMENTS**

- A. The School District will provide the management and coordination for concession stands within the District by:
  - i. establishing rules and procedures for the operation of the concession stands.
  - ii. determining all menus and prices.
  - iii. being responsible for the ordering, receiving, and inventory of all food/non-food products sold from the concession stands. All product procurement will follow rules, guidelines, and agreements established by the School District.

- iv. assigning a minimum of one (1) paid worker for each concession stand event.
  - v. assuring that 100 percent of the net revenue of a concession event(s) will be credited to the capital projects fund for the appropriate activity area of the high school (i.e. gymnasium, pool, theatre, athletic complex).
- B. All equipment purchases for concessions are considered concession expenditures and will be funded from gross concession revenue. The exception to this requirement is that the use of bond construction proceeds shall be allowed to purchase initial concessions equipment for renovated or new facilities.

First Reading: May 14, 2009

Second Reading: July 9, 2009

Reviewed: December 2011  
May 2016

## **004. BUSINESS MANAGEMENT**

### **004.8 Booster Clubs (ongoing)**

#### **I. PURPOSE**

The purpose of this policy is to:

- A. provide clear and consistent guidelines for the booster clubs supporting co-curricular activities within the School District; and
- B. ensure compliance with federal and state statutes (Title IX, the Office of Civil Rights requirements, and Minnesota State High School League guidelines) related to the:
  1. equitable treatment of all students, and
  2. providing a mechanism to ensure equivalency.

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

The District is responsible for providing equivalent benefits, treatment, services, and opportunities to males and females, and it is responsible for having a mechanism in place to ensure equivalency in these areas.

#### **III. DEFINITIONS**

- A. A booster club is defined as an organization that is formed to help support a middle school or high school activity.

#### **IV. GUIDELINES AND REQUIREMENTS**

- A. It is the District's policy that all booster club activity related to raising money for co-curricular activities must be done in full cooperation and knowledge of the School District.
- B. The School District has the authority to accept or deny expenditure requests from booster clubs. The School District has the sole responsibility for all facets of the co-curricular program including, but not limited to, banquets, end-of-season awards, and purchases in support of the program.
- C. The School District will:
  1. Be responsible for reviewing expenditure requests based on federal and state statutes related to Title IX, the Office of Civil Rights, and the

Minnesota State High School League.

2. Be responsible for the ordering, receiving, and inventory of all approved expenditures. Equipment purchased using booster club funds becomes the property of the School District.

D. Booster clubs will:

1. make all expenditure requests through the School District. This includes but is not limited to equipment, coaching positions, travel, and banquet expenses.
2. not pay for an athlete's sport participation fee or for fees to attend camps or clinics.

First Reading: July 9, 2009

Second Reading: August 20, 2009

Reviewed: June 2011  
December 2011

**004. BUSINESS MANAGEMENT**

**~~004.9 Expense Reimbursement~~**

**~~004.92 412.1 Expense Reimbursement for Clothing Damage~~**

**I. PURPOSE**

The purpose of this policy is to provide direction for clothing reimbursement to ~~DCD special education~~ employees.

**II. GENERAL STATEMENT OF POLICY**

The school district shall provide reasonable reimbursement to employees ~~of the special education DCD program~~ for the loss or damage ~~of articles~~ of personal ~~Clothing items~~ resulting from direct personal contact with students in the performance of regular duties during assigned working hours.

The superintendent shall formulate the procedure and requirements for expense reimbursement.

Reviewed: December 1999  
June 2004  
December 2011  
May 2016

**006. INSTRUCTION**

- 006.1 Selection of Instructional Materials**
  - 006.10 See Policy 402-School District Curriculum and Instructional Goals**
  - 006.11 See Policy 606-Textbooks and Instructional Materials**
  - 006.12 See Policy 606.1-CITIZEN REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS, Policy 606.2 SELECTION OF LIBRARY MEDIA MATERIALS**
  - 006.13 See Policy 616-SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**
  - 006.14 Inclusive Education Program**
- 006.2 Controversial Issues**
  - 006.21 Discussions**
  - 006.22 See Policy 531-The Pledge of Allegiance**
- 006.3 Reporting to Parents/Guardians/Community**
  - 006.31 Reporting Procedures**
  - 006.32 See Policy 616-SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**
- 006.4 Graduation Requirements**
  - 006.41 See Policy 613-Graduation Requirements**
  - 006.42 See Policy 620-Credit for Learning**
- 006.51 See Policy 620-Credit for Learning**

- 006.6 Curriculum**
  - 006.61 Environmental Education**
  - 006.62 See Policy 624-Online Learning Options**
- 006.7 See Policy 608-Instructional Services-Special Education**
- 006.8 See Policy 611-Home Schooling**

## **006. INSTRUCTION**

### **006.1 Selection of Instructional Materials**

#### **006.14 Inclusive Education Program (ongoing)**

## **I. PURPOSE**

The purpose of this policy is to inform students, teachers, and parents of the district's commitment to provide equal educational opportunities to all students attending district schools regardless of their cultural or socioeconomic background, gender, or disability.

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

The School Board is committed to delivering an inclusive educational program which encourages understanding and nondiscriminatory treatment of people of all cultures, socioeconomic background, gender, and disabilities.

## **III. DEFINITIONS**

- A. Inclusive educational program: A curriculum that is developed and delivered so that students and staff gain an understanding and appreciation of:
1. the cultural diversity of the United States;
  2. the historical and contemporary contributions of women and men to society; and
  3. the historical and contemporary contributions to society by people with disabilities.
- B. Instruction: a teacher-led process, which delivers well-planned curriculum into student learning. Instruction is teaching with the purpose of providing meaningful learning experiences that enable all students to meet intended learner outcomes.
- C. Curriculum: a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.

#### **IV. REGULATIONS**

- A. The district's Inclusive Educational Program must be in compliance with Minnesota's Multicultural, Gender-fair Curriculum Rule 3500.0550, adopted by the state in December 1988 and printed in the State Register May 30, 1989. Renamed Inclusive Educational Program, 1995.

#### **V. REQUIREMENTS**

- A. Development of the district's Inclusive Educational Program will occur as part of the district curriculum review process.

First Reading: January 6, 2011

Adopted: February 10, 2011

Reviewed: March, 2013  
November, 2016

## **~~006. INSTRUCTION~~**

### **~~006.2 Controversial Issues~~**

#### **~~006.21 604.1 Discussion~~**

## **I. PURPOSE**

The purpose of the policy is to identify the guidelines and practices related to controversial issues as part of the instructional program.

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

The School Board understands that diverse perspectives may be a part of the School District's instructional program when directly related to subject matter in a given grade level or specific curricular field.

## **III. GUIDELINES**

1. Professional judgment must be used in determining the appropriateness of the issue to the curriculum and the maturity of the students.
2. In the presentation of all controversial issues, every effort will be made to provide divergent points of view and opportunity for exploration by the students into all sides of the issue.
3. In discussing controversial issues, the teacher will encourage students to express their own views, ensuring that this is done in a manner that gives due respect to one another's rights and opinions.
4. When discussing controversial issues, the teacher will respect positions other than his or her own. Students will be encouraged, after class discussions and independent inquiry, to reach their own conclusions regarding controversial issues.
5. Outside speakers may be used when other adequate materials are not available or when the teacher feels such a resource will help to clarify the issues under discussion. Prior to scheduling any such guest speaker, approval of the administration must be obtained. Such approval will be exercised in a manner consistent with the principles of free inquiry and expression. Approval will be withheld when the administration has reason to believe that the appearance of a guest speaker would be disruptive to other individuals or to the educational process of the institution.

6. If the material being presented by the speaker is highly controversial, the principal will request that the teacher notify parents/guardians of the content of the presentation prior to the presentation occurring.
7. When discussing religious customs, policies, and practices, the school district shall rigorously protect the religious freedom of each student, in accordance with Constitutional standards:
  - a. The Saint Peter Public Schools may not be used for religious socialization of students. The development and practice of religious faith is the right of home along with church, synagogue, or other religious establishment or group.
  - b. No student of any religious background of faith or belief regarding religion shall be subjected to having his/her particular background disparaged in the Saint Peter Public Schools, neither may any student find his/her particular belief promoted.

#### **IV. PERMITTED PRACTICES**

1. The use of religious books as source books in teaching about religions;
2. A student's right to pray at any appropriate time;
3. Objective instruction about religion as literature and history and religion's role in the story of civilization;
4. The freedom to recite such documents as the Declaration of Independence, which contain references to God;
5. The singing of the national anthem and other patriotic songs, which may contain assertions of faith in God;
6. Rhetorical or personal references to religious faith in connection with patriotic or ceremonial occasions;
7. Allowing students to be excused from engaging in an activity which offends that student's religious belief or conscience;

8. Classroom instruction, where its content is in the area of religious holy days or celebrations where it is carefully tied to educational objectives; and
9. The establishment of the school calendar which may be scheduled to permit observances of religious holy days. When school is scheduled on a religious holy day, students shall be excused for observances of the holy day upon the request of their parents/guardians.

## **V. UNPERMITTED PRACTICES**

1. Religious worship or indoctrination;
2. Compulsory reading from any religious text as part of a non-instructional activity;
3. The promotion or indoctrination of students in any religion including atheism, agnosticism, humanism, secularism, sectarianism, and transcendental meditation;
4. Prayers composed, authorized, or sanctioned by School District officials;
5. Sectarian instruction offered to students in public schools during school hours or during school-sponsored activities;
6. Requiring official public school musical groups to participate under the auspices of the public school in religious services;
7. Proselytizing or recruiting of students by non-student members or religious groups during the school day or during school activities;
8. Official posting or display of religious documents such as the Ten Commandments and other religious symbols except when related to the curriculum;
9. The formal celebration of religious holy days; and
10. The distribution of sectarian literature, including Bibles and religious tracts, in the schools by school staff or by non-school persons, unless directly related to the approved curriculum.

Reviewed:            December, 1999  
                              September, 2004  
                              March, 2013

November, 2016

**006. INSTRUCTION**

**006.3 Reporting to Parents/Guardians/Community**

**006.31 Reporting Procedures (possible deletion)**

**I. PURPOSE**

The purpose of this policy is to communicate the expectations for communicating with parents about student progress in school.

**II. GENERAL STATEMENT OF POLICY**

It shall be the policy of the School District to encourage students by reporting their accomplishments to their parents or guardians. It is the philosophy of the School Board of ISD 508 that positive reinforcement improves academic achievement and behavior.

**III. GUIDELINES**

Teachers are directed to communicate with students and report to parents/guardians early indications of difficulties in order to strengthen communication between teachers and parents/guardians.

Reviewed: December, 1999  
October, 2004  
March, 2013  
November, 2016



## **006. INSTRUCTION**

### **006.6 Curriculum**

#### **006.61 Environmental Education (possible deletion)**

#### **I. PURPOSE**

The School District will act to make resource conservation an integral part of the physical operation of the School District and of the school curriculum.

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

The School District shall integrate the concept of resource conservation including waste reduction and recycling, into the environmental education curriculum at all levels of the school system.

Reviewed: December, 1999  
October, 2004  
March, 2013  
November, 2016

**008. COMMUNITY RELATIONS**

**008.1 Community Information**

**008.11 Community Information Program**

**008.2 Community Participation**

**008.21 Community Task Force**

**008.22 Volunteers**

**008.3 Community Use of School District Facilities and Equipment**

**008.31 See Policy 902 Use of School District Facilities and Equipment**

**008.32 See Policy 903 Visitors to School District Buildings and Sites**

**008.4 General Policies**

**008.41 See Policy 419-Tobacco-Free Environment; Possession And Use Of Tobacco, Tobacco-related Devices, And Electronic Delivery Devices; Vaping Awareness And Prevention Instruction**

**008.42 See Policy 501-School Weapons Policy**

**008.43 Chemical Use and Abuse**

**008.44 See Policy 805-Waste Reduction and Recycling**

**008.5 Students, Employees, Parents, Other Persons**

**008.51 See Policy 103-Complaints-Students, Employees, Parents, Other Persons**

**008.6 Hall of Fame**

## **008. COMMUNITY RELATIONS**

### **008.1 Community Information**

#### **008.11 Community Information Program (possible deletion)**

## **I. PURPOSE**

The School Board believes in effectively communicating with employees, students, and the community.

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

The School Board recognizes that intelligent, informed support of the schools is possible only when the community knows, understands, and participates in school activities, programs, and policies.

## **III. GOALS**

The School Board intends:

- A. To keep the community and employees regularly and adequately informed as to policies, programs, planning, needs, and accomplishments of the school system;
- B. To cooperate in every reasonable way with the news media
- C. To maintain an atmosphere which makes two-way communication between the School District and the community a vital force for the continuing improvement of the schools;
- D. To encourage and be responsive to the advice and counsel of the community;
- E. To solicit the studied recommendations of the community, staff, and students through advisory committees selected and appointed by the Board of Education to consider specific mandates and changes;
- F. To maintain an atmosphere of mutual understanding and respect for

everyone;

- G. To maintain a climate that attracts quality staff and encourages them to engage with external stakeholders;
- H. To charge the administrative staff of the schools, as well as the School Board with the duty to apply this policy as an integral part of regular activities and responsibilities; and
- I. To evaluate past procedures in order to improve future communication procedures.

#### **IV. COMMUNITY ACCESS TO SCHOOL DISTRICT RECORDS**

Public records of the school system may be inspected and examined at reasonable times and without unreasonable delays except when access is prohibited by law.

Requests for information from, or copies of, identifiable records shall be granted unless the request involves a category of information that is exempted from disclosure under the law. A charge of \$0.25 may be made for each page of copy requested and an additional charge based upon \$25 per hour may be made for finding information more than five (5) years old and requiring a search.

Reviewed: December 1999  
June 2005  
June 2014  
July 2014  
July 2018

**008. COMMUNITY RELATIONS**

**008.2 Community Participation**

**008.21 Community Task Force (possible deletion)**

**I. PURPOSE**

The purpose of this policy is to establish the procedures for the School Board to establish community task forces.

**II. GENERAL STATEMENT OF POLICY**

It shall be the policy of the Board to set up a Community Task Force as it may deem expedient or advisable.

**III. PROCEDURES**

To provide a consistent method of selection and communication, the following procedures will be implemented:

- A. The School Board has the prerogative to appoint qualified and interested persons to a task force in accordance with criteria and guidelines that it may determine.
- B. The School Board shall charge the task force with its functions and objectives, set deadlines, and provide conditions or arrangements necessary to implement the charge. Members of the task force shall be given a concise, written statement of the charge(s).
- C. All appointees shall meet with the chairperson of the board or the chairperson's designee to be sure the charge(s) is/are clearly understood by the member of the task force.
- D. Members of the task force shall deal only with the charge(s) outlined.
- E. The board chair and/or designee shall call the first meeting of the task force and shall meet with the task force to clarify further the task and help select a chairperson for the committee.
- F. If the task force reaches more than one solution to the charge, such recommendations shall be prioritized before presentation to the School Board.
- G. The task force shall report its findings to the School Board at a regularly

scheduled meeting.

Reviewed: December 1999  
June 2005  
June 2014  
July 2014  
July 2018

**008. COMMUNITY RELATIONS**  
**008.2 Community Participation**  
**008.22 908 Volunteers**

**I. PURPOSE**

To promote stronger school-community ties and to tap valuable human resources present outside the school setting, the School District encourages community members to volunteer.

**II. GENERAL STATEMENT OF POLICY**

- A. The Board authorizes the selection and use of parents/guardians, community members, and others as volunteers to assist and supplement regular school district staff. Under no circumstances shall a volunteer be considered an employee of the school district. A volunteer shall receive no wages or other consideration that has a monetary value for the performance of volunteer services. The volunteer position is not a right, but rather a privilege, which is conferred by the Board and the administration. As such, any volunteer position may be eliminated and/or the services of any volunteer may be terminated at any time at the sole discretion of the responsible school district administrator(s).
- B. Volunteers are to perform only those duties and/or functions assigned to them by the school principal or designee or, in appropriate cases, the district employee to which they have been temporarily assigned.

**III. VOLUNTEER CATEGORIES**

- A. Single-Event Volunteer—one who voluntarily provides service to the school district, without compensation, for a single event that will be completed in one (1) to three (3) school days.
- B. Short-Term Volunteer—one who voluntarily provides a service to the school district, without compensation, on an occasional basis not exceeding two (2) weeks in the aggregate during a school term.
- C. Long-Term Volunteer—one who voluntarily provides a service to the school district, without compensation, from time to time throughout the entire school year. Said service does not necessarily have to be performed on consecutive

days. The intent, however, is to use a long-term volunteer over an aggregate period of time exceeding two (2) weeks through the school year. This category includes, but is not limited to, coaching, directing, advising, or serving as a school/office/classroom assistant.

#### **IV. PROCEDURES**

- A. The school principal and/or activities director shall assume general authority and responsibility over all volunteers serving at that school site. The principal and/or athletic director who use(s) volunteers in any capacity shall be responsible for:
  1. Supervising the dissemination and procurement of volunteer applications and clearances.
  2. Reviewing volunteer applications and required clearances.
  3. Maintaining a file of applications and clearances.
  4. Ensuring volunteer intakes are conducted, as appropriate.
  5. Recruiting and selecting volunteers in accordance with the needs of the school as principal and staff shall determine, including the number of volunteers providing service in any one area.
  6. Developing and assigning duties that would be performed by volunteers in accordance with the identified needs in his/her school.
  7. Ensuring any necessary training of volunteers to perform the specific duties associated with their assignments.
  8. Terminating the services of any volunteer:
    - a. Who violates school district policy, school rules, or guidelines.
    - b. Whose presence and/or actions are deemed to constitute(s) a danger or threat to the school district, the school, the students, and/or the school's personnel.
  9. Informing the superintendent in a timely manner of the termination of a volunteer.

- B. Criminal history background checks shall be conducted on all long-term volunteers except student volunteers.
- C. Volunteers shall not be asked to assume the professional responsibilities of the school staff. Volunteers may provide assistance, which is supportive, under the direction of a staff member.
- D. Any school volunteer program that will require additional financial support from the school district budget will require a formal recommendation from the superintendent or designee and approval by the Board prior to implementation.
- E. Volunteers are not to have access to or handle any materials of a personal or confidential nature, unless the volunteer is a school district employee whose job allows such and who has been assigned to do so by the building principal or designee, or as appropriate, the teacher to whom s/he has been temporarily assigned.

First Reading: June 16, 2014  
Adopted: July 21, 2014  
Revised: July 2018

**008. COMMUNITY RELATIONS**

**008.4 General Policies**

**008.43 Chemical Use and Abuse (possible deletion)**

**I. PURPOSE**

The purpose of this policy is to assist the School District in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

**II. GENERAL STATEMENT OF POLICY**

- a. Use of controlled substances, toxic substances, and alcohol is prohibited in the school setting in accordance with School District policies with respect to a Drug-Free Workplace/Drug-Free School.
- b. The Superintendent of Schools shall establish a process for involving parents and community members in addressing chemical abuse problems in the district.
- c. The School District shall establish and maintain a program to educate employees, students, and others regarding this policy and the goals of achieving drug-free schools and workplaces.

First Reading: April 12, 2007

Adopted: May 10, 2007

Reviewed: June 2014  
July 2014  
July 2018



## **008. COMMUNITY RELATIONS**

### **008.6 909 Hall of Fame**

#### **I. PURPOSE:**

The purpose of the Hall of Fame is to honor those Alumni who have attained exceptional personal or professional achievements and who have made significant contributions in either their careers, community, nation, and/or world. The Hall of Fame recognizes outstanding and exceptional professional and/or humanitarian achievement, such as to bring unusual honor to an individual.

#### **II. CRITERIA FOR SELECTION:**

A. A Hall of Fame member must be alumni of Saint Peter Public Schools with a graduation date of twenty (20) years prior to induction or a retired staff/faculty member having served a minimum of ten (10) years in the District. Employees may be considered as candidates five (5) years after ending service with Saint Peter Public Schools. Exceptions may be made under special circumstances by unanimous vote of the Selection Committee.

#### **II. SELECTION COMMITTEE:**

A. The Selection Committee is comprised of five (5) people:

1. High School Principal
2. High School Guidance Counselor
3. One member of the All-School Reunion Committee
4. One member of the Saint Peter Education Foundation
5. One member of the Saint Peter Public Schools School Board

B. Each member serves for three (3) years; however, the same person may be selected for two (2) consecutive terms.

C. The final duty of the Selection Committee each year is to seat the committee for the next selection process.

#### **III. NOMINATION AND SELECTION PROCESS:**

A. Nomination forms are available at all school buildings and on the district web site.

B. Nomination forms may be completed by any interested individual and should be sent to or dropped off at any Saint Peter school marked attention

Superintendent of Schools, Hall of Fame Selection. All nominations are **confidential**.

- C. The Selection Committee may contact the nominees to request additional information.
- D. The Selection Committee reviews the nominations and select a maximum of six (6) inductees.
- E. Nominations not selected for induction are kept on file for ten years, pending additional achievements or new nominations.
- F. The Committee meets and selects nominees in even years.
- G. Deadline for nominations is June 30 of the year the selections will are made.

**IV. NOTIFICATION**

- A. The Superintendent of Schools or her/his designee notifies individuals of their selection to the Hall of Fame.

**V. RECOGNITION:**

- A. The recognition and presentation of membership into the Saint Peter Public Schools Hall of Fame is done at a designated ceremony during the All-Class Reunion when that is being held during the selection year. On all other years, the recognition is held during fall Homecoming activities.
- B. The Selection Committee is responsible for planning and conducting the induction ceremony and reception.
- C. Each inductee receives a plaque with the appropriate recognition.
- D. A permanent listing of all Hall of Fame Inductees is kept by the school district.

**VI. AMENDMENT PROCEDURE:**

- A. The Selection Committee may recommend changes to the policy for consideration by the School Board.

First Reading: November 13, 2008  
Adopted: December 11, 2008  
Reviewed: June 2014  
July 2014, July 2018



## ADDENDUM

### REGULAR BOARD MEETING Monday, September 19, 2022 SPCC-Governor's Room 6:30PM

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#### VII. ACTION ITEMS

<b>5. AGENDA ITEM #5</b>
--------------------------

- Subject:** Consider Approval of an Individual Contract- Behavior Interventionist
- Action:** Requires a Motion
- Background:** The School Board previously approved the creation of a Behavior Interventionist position at South Elementary. This contract applies to the newly created position. This is an hourly position. The pay rate is \$24/hr. The contract includes 169 duty days with 6.75 hour days.
- Presentation:** Superintendent of Schools
- Options/Recommendation:** I recommend approving this contract.



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

**FROM:** Bill Gronseth

**DATE:** 9.13.22

**SUBJECT:** Tentative Contract Agreement

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We have a tentative agreement on a 2022-2023 contract for the Behavior Interventionist. Details are as follows:

**Tentative Contract Agreement**

**Name of Employee:** Cindy Bruce

**Position:** Behavior Interventionist

	<b>2022-2023</b>
<b>Salary</b>	\$24.00/hr
<b>FICA/TRA</b>	\$3.64
<b>Total</b>	\$27.64

I recommend your approval of this contract.

cc: Cindy Bruce



## ADDENDUM

### REGULAR BOARD MEETING Monday, September 19, 2022 SPCC-Governor's Room 6:30PM

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#### VII. ACTION ITEMS

<b>6. AGENDA ITEM #6</b>
--------------------------

**Subject:** Consider Approval of Tenure Action for a Probationary Teacher

**Action:** Requires a Motion

**Background:** The School Board previously approved a list of employees who had reached tenure. There is one more employee who has reached tenure status. Rachel Fitch, School Nurse, has successfully completed her probationary period and has been offered a continuing contract.

**Presentation:** Superintendent of Schools

**Options/Recommendation:** I recommend approving this recommendation for tenure status for an employee.



**MEMO TO:** Bill Gronseth  
School Board

**FROM:** Ytive Prafke

**DATE:** August 24, 2022

**SUBJECT:** Tenure Recommendation

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I am pleased to recommend the following teacher for tenure with Saint Peter Public Schools effective upon the conclusion of the 2021-2022 school year.

**Rachel Fitch-School District Nurse**

Thank you and please contact me should you have any questions.

Cc:  
Rachel Fitch



## ADDENDUM

### REGULAR BOARD MEETING Monday, September 19, 2022 SPCC-Governor's Room 6:30PM

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#### VI. ACTION ITEMS

##### ***7. AGENDA ITEM #7***

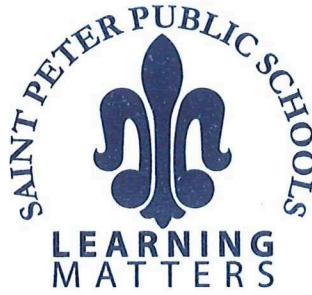
**Subject:** Consider Certification of Preliminary 2022 Levy

**Action:** Requires a Motion

**Background:** On an annual basis, the School Board has the responsibility set the levy for property taxes. Preliminary figures for the initial 2022 levy for property taxes payable in 2023 are attached. The Business Committee reviewed and discussed the levy at its meetings on September 15 and recommends the Board certifies the maximum allowable. The final amount will be set in December, 2022 during the Truth in Taxation Hearing.

**Presentation:** Business Manager, Tim Regner  
Finance Committee

**Options/Recommendation:** I recommend certifying the maximum allowable levy. The final decision on the levy will be made at the December 19, 2022 Board meeting.



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

Date: September 14, 2022  
To: Bill Gronseth  
From: Tim Regner  
RE: Levy22, Pay23, FY24

Listed below is an overview of how this year's preliminary draft levy limitation compares to last year's final levy.

Levy 22, Pay23, FY24 – Preliminary Levy limitation Draft	7,183,023.38
Levy 21 Pay22, FY23 – Final	7,115,818
Difference	67,206
Percent	0.94%

The following page shows a comparison of all the different levy categories.

Changes in the different categories this year are:

1. We had some negative adjustment in enrollment in the categories that are based on number of students in prior years due to the lower enrollment last year.
2. The value of the properties in the school district increased this past year and together with the drop in enrollment caused an increased in the percentage that is paid by the levy as the levy is higher due and the %of aid is lower in the categories that equalized.
3. We increased the reemployment levy by \$50,000.00 If this is not used it gives a negative adjustment if the cost is more it is adjusted higher on a future levy.

The final page shows a six year history of the District's Market Value.

Due to minor changes in the levy that occur on a yearly basis, the Board of Education will be asked to approve the maximum levy at the Regular board meeting on September 19, 2022.

	A	B	C	D	E	F	G	H	I	J	K
1	St. Peter Public Schools			Final	Final	Final	Final	Preliminary	Difference		
2	Levy 22, Pay 23, Fiscal Year 2024			Levy 18	Levy 19	Levy 20	Levy 21	levy 22	from last		
3	09-08-2022 Final Levy Report			Pay 19	Pay 20	Pay 21	Pay22	Pay 23	yrs levy		
4				FY 20	FY21	FY22	FY23	FY24			
5				12/01/18	12/01/19	12/01/20	11/30/21	9/9/2022			
6											
7	General Fund										
8											
9	Operating referendum (voter approved)	rmv		314,120	301,874	315,792	774,764	759,274	-15,490		levy/aid
10	Op ref				0	0	0	0	0		
11	Local optional revenue - Tier 2	rmv		734,444	786,377	831,926	830,427	876,511	46,084		levy/aid
12	LOR Tier 2 Adjustment	rmv		299,913	-5,481	-5,333	2,775	-3,271	-6,046		levy/aid
13	Local optional Tier 1 new FY21 -replace BD Tier 1				326,527	343,743	366,147	358,557	-7,590		
14	Subtotal of referendum levies			1,348,477	1,409,297	1,486,128	1,974,113	1,991,071	16,958		
15									0		
16	Equity Levy	rmv		272,879	287,522	302,126	285,323	303,163	17,840		levy/aid
17	Transition Levy	rmv		43,487	46,551	48,691	49,777	51,921	2,144		levy/aid
18	location equity			-3,049	-3,445	-13,006	6,766	-3,949	-10,715		
19	Capital Project Levy	ntc		575,902	0	0	0	0	0		all levy
20	Student achievement levy phased out levy 17 new lev	ntc		0	0	0	0	0	0		all levy
21	Operating Capital Levy	ntc		134,927	114,660	128,028	150,301	157,661	7,360		levy/aid
22	Achievement and intergration - new 2018			76,946	82,351	83,085	69,320	69,291	-29		
23	Q comp			0	200,918	217,900	189,354	194,820	5,466		levy/aid
24	Reemployment Levy	ntc		1,507	1,816	21,273	17,563	50,000	32,437		all levy
25	Safe School Levy	ntc		89,486	94,810	89,875	87,491	77,643	-9,848		all levy
26	Career Technical	ntc		12,389	67,226	116,644	106,304	108,307	2,003		levy/aid
27	Postemployment Benefits (OPEB)	ntc		265,000	350,000	310,000	310,000	310,000	0		all levy
28	Health & Safety	ntc		0	0	0	0	0	0		all levy
29	Deferred Maintenance	ntc		0	0	0	0	0	0		levy/aid
30	LTFM new 2017			433,534	503,654	435,469	401,511	356,809	-44,702		levy/aid
31	Building Lease	ntc		161,283	157,000	161,097	40,925	43,287	2,362		all levy
32	Abatement Adjustments	ntc		811	-1,431	1,947	8,384	-3,332	-11,716		
33	Total of General Fund Categories			3,413,579	3,310,927	3,389,257	3,697,132	3,706,691	9,559		
34											
35	Community Education Levy										
36	Basic Community Education	ntc		113,415	113,415	113,415	119,772	119,772	0		levy/aid
37	ECFE	ntc		38,051	38,578	37,774	36,801	39,972	3,171		levy/aid
38	Home Visits	ntc		679	653	764	667	757	90		levy/aid
39	School Age Care	ntc		8,500	8,500	8,500	8,500	8,500	0		levy/aid
40	Adjustments	ntc		127	-80	111	453	-87	-540		
41	Community Education Total	ntc		160,782	161,066	160,564	166,193	168,913	2,720		
42											
43	Debt Service Levy										
44	Non Voter approved debt service levy	ntc		0	0	0					levy/aid
45	Voter approved Bond new 2017	ntc		3,052,979	3,227,543	3,409,455	3,412,080	3,459,068	46,988		
46	reduction debt excess			0	-57,948	-164,072	-168,821	-151,720	17,101		
47	Advance abate adjust				-1,087	2,607	9,234	74	-9,160		
48	Total Debt Service Levy	ntc		3,052,979	3,168,508	3,247,990	3,252,493	3,307,422	54,929		
49											
50	Levy Totals			6,627,340	6,640,501	6,797,811	7,115,818	7,183,026	67,208	0.94%	

	A	B	X	Y	Z	AA	AB	AC	AD	
1										
2										
3	<b>Levy Factors</b>									
4									<b>Diff levy 23</b>	
5			<b>17 pay 18</b>	<b>18 pay 19</b>	<b>19 pay 20</b>	<b>20pay 21</b>	<b>21pay22</b>	<b>22pay23</b>	<b>to levy 22</b>	
6								<b>preliminary</b>		
7										
8	1	Market Value	1,243,180,500	1,258,335,200	1,324,372,701	1,380,439,398	1,360,794,599	1,451,516,699	90,722,100	
9									0	
10	2	Referendum Market	857,236,480	902,416,050	964,319,050	1,013,564,250	1,038,825,750	1,096,432,750	57,607,000	
11									0	
12	3	Net Tax Capacity	11,821,848	12,139,040	13,013,080	13,616,925	13,463,118	14,348,427	885,309	
13									0	
14	4	Sales ratio	0.9440	0.9290	0.9500	0.9230	0.9120	0.8860	0	
15									0	
16	5	Adj. Net Tax Capacity	12,527,558	13,072,423	13,695,103	14,756,704	14,747,600	16,186,461	1,438,861	
17									0	
18	6	Total levy	6,225,263	6,627,340	6,640,501	6,797,811	7,115,818	7,183,026	67,208	
19									0	
20										
21	1	Market Value	represents the combined valuation of all taxable properties within the district boundaries.							
22										
23	2	Referendum Market Value	represents the combine valuation of all taxable properties within the district boundaries once seasonal properties (cabins) and ag land are removed from the tax rolls.							
24										
25										
26	3	Net Tax Capacity	is determined by multiplying market values x the classification rates.							
27										
28	4	Sales Ratio	is determined by the state. If the sales ratio is below 1.00, then properties in St. Peter District are selling for more than the market value listed on the tax statements.							
29										
30										
31	5	Adjusted net tax capacity	is computed by dividing the net tax capacity by the sales ratio.							



## ADDENDUM

### REGULAR BOARD MEETING Monday, September 19, 2022 SPCC-Governor's Room 6:30PM

#### VIII. INFORMATION ITEMS

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

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

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

412.1-Expense Reimbursement for Clothing Damage (previously 004.92)

Policies to consider for removal-

005.11-Instructional Staff Recruitment

005.12-Initial Lane/Step Placement

005.13-Evaluation

005.21-Non-instructional staff recruitment

005.22-Non-instructional personnel Evaluation

005.70-Medical Insurance in Retirement

005.82-Electronic Mail Policy

006.31-Reporting Procedures (to parents/guardians/community)

006.32-School District System Accountability

006.61-Environmental Education

007.12-Middle School Student Progress

007.13-Physical Examinations

007.27-MSHSL Rules & Regulations

007.41-Student Assistance Program

007.63-Academic Competition

008.11-Community Information Program

008.21-Community Task Force

008.43-Community Relations-Chemical Use & Abuse

**Presentation:** Superintendent Gronseth  
Policy Committee

**004. BUSINESS MANAGEMENT**

- 004.1 Budget**
  - 004.11 See Policy 701-Establishment And Adoption Of School District Budget**
  - 004.12 See Policy 701.1-Modification Of School District Budget**
  - 004.13 See Polioicy 713-Student Activity Accounting**
  - 004.14 See Policy 702-Accounting, 714 Fund Balances**
  - 004.15 See Policy 703-Annual Audit**
  - 004.16 Procurement Policy**
- 004.2 Financial Management Goals**
- 004.3 See Policy 705 Investments**
- 004.4 Check Issuance between School Board Meetings**
- 004.5 See Policy 905 Advertising**
- 004.6 Naming Rights**
- 004.7 Concession Stands**
- 004.8 Booster Clubs**
- 004.9 Expense Reimbursement**
  - 004.91 See Policy 412-Expense Reimbursement**
  - 004.92 Expense Reimbursement for Clothing Damage**
- 004.10 See Policy 706 Acceptance of Gifts**
- 004.11 See Policy 534 Unpaid Meal Charges**

**004.12      See Policy 802-Disposition of Obsolete Equipment and Material**

**004.13      See Policy 713-Student Activity Accounting**

## ~~004. BUSINESS MANAGEMENT~~

### ~~004.1 Budget~~

#### ~~004.16~~ **702.1 Procurement Practices**

##### **I. PURPOSE**

The purpose of this policy is to outline the purchasing practices followed by the school district.

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

This policy defines the process for purchasing supplies, equipment, materials and services that will be used to meet the educational needs of the school district. Purchasing processes follow the guidance of state statutes, federal OMB uniform guidance, the directives of the Minnesota Department of Education and the district auditor, and business best practices.

##### **III. PURCHASING PRACTICES**

1. The Business Office shall perform the administrative functions necessary to the procurement of goods and services for the School Board, and maintain accurate records of all transactions for documentation and audit purposes.
2. All purchases will follow the District's requisition and purchase order process established by the business manager. In the case of an emergency or urgency of time, the process may be modified with the pre-approval of the superintendent. Payments to vendors will not be approved or paid until the item or service has been received.
3. All purchase orders will be reviewed by the appropriate administrative staff to ensure the item is necessary and appropriate in relation to the strategic goals of the District.
4. In the instances where applicable and advantageous, administrative staff will review local government intergovernmental agreements for consideration.
5. All contracts are to be awarded to only those business or contractors with the ability to perform the specified contract terms successfully.
6. All solicitations sought by the District will provide clear and accurate descriptions of the technical requirements for the material, product, or service to be procured.
7. The District shall seek business and/or bids from all eligible vendors and consultants, regardless of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance,

sexual or affectional orientation, familial status or disability.

Reviewed: May 2017

**004. BUSINESS MANAGEMENT**

**004.2 701.2 Financial Management Goals**

**I. PURPOSE**

The purpose of this policy is to provide a financial management framework for financial planning and decision making by the School Board, Finance Business Committee, and District staff.

**II. GENERAL STATEMENT OF POLICY**

It is the School District's policy that financial goals are broad statements of board philosophy intended to guide the District in its financial matters.

**III. FINANCIAL MANAGEMENT GOALS**

- A. The District will establish a financial base sufficient to support high quality and innovative educational programs that meet community needs.
- B. The District will follow prudent and professional financial management practices in order to achieve and maintain long-term financial stability.
- C. The District will demonstrate to the taxpayers of the District due diligence in the procuring and awarding of financial contracts.
- D. The District will examine ways to provide cost-effective services to citizens by cooperating with other educational, government, and nonprofit agencies.
- E. The District will actively pursue revenue opportunities above and beyond state and federal funding resources.
- F. The District will have an adequate capital improvement program that maintains existing District assets, provides for student and employee safety, maintains a quality instructional environment, and allows for enhancements that are necessary to meet changes in enrollment.
- G. The District will continually review and improve its formal budget document and other financial information so that it clearly and openly communicates its resources, expenditures, and financial position.

First Reading: March 13, 2008

Adopted: April 10, 2008

Reviewed: June 2011  
December 2011  
May 2016

**~~004. BUSINESS MANAGEMENT~~**

**~~004.4 702.2~~ Check Issuance Between School Board Meetings**

**I. PURPOSE**

The purpose of this policy is to establish lines of authority and procedures to accommodate situations that arise in which immediate payment of accounts is necessary.

**II. GENERAL STATEMENT OF POLICY**

The School Board authorizes the Superintendent or his/her designee to issue checks between School Board meetings in advance of School Board approval for designated scenarios.

**III. PROCEDURES**

- A. The following scenarios are authorized for immediate payment:
1. Claims for goods and services which have been previously authorized by the Board of Education;
  2. Claims for the School District's share of employee fringe benefits;
  3. Payment of bond principal and interest;
  4. Fiscal agent fees;
  5. Remittance of amounts withheld from employees;
  6. Transfers from the General Accounts Payable checking account to the Payroll checking account;
  7. Claims for goods and services for which payment is required to avoid penalties or delayed delivery;
  8. Purchase of investments;

9. Inter-bank transfers; and

10. Claims for goods and services for which payment prior to a School Board meeting is in the best interest of the School District as determined by the Superintendent or the Superintendent's designee.

B. The Superintendent, or his/her designee, shall include checks so issued in the list of bills submitted to the School Board treasurer for review.

C. The Treasurer of the School Board shall review the payment of bills on a monthly basis and make a recommendation to the School Board for approval.

Reviewed: December 1999  
June 2004  
June 2011  
December 2011  
May 2016

**004. BUSINESS MANAGEMENT**  
**004.6 706.1 Naming Rights**

**I. PURPOSE**

The purpose of this policy is to provide guidelines for having a building or a portion of a building or grounds named after an individual(s), an entity, or a business.

**II. GENERAL STATEMENT OF POLICY**

The school district may grant naming rights under two circumstances: a building, portion of a building, grounds, or school program may be named after an individual(s), an entity, or a business based on the payment of a set fee, sponsorship or the provision of equipment, materials, land, or services. The school district may grant naming rights to recognize outstanding service to the district, recognition of the achievement of distinguished alumni, or recognition of individuals who have made significant contributions or accomplishments in their careers, community, nation, and/or world.

**III. GRANTING NAMING RIGHTS**

- A. In granting naming rights, due regard should be taken of the need to maintain an appropriate balance between commercial considerations and the role which names of buildings and spaces contribute to the school district's sense of identity as well as their role in assisting staff, students, and visitors to orient themselves within a campus.
- B. The granting of naming rights must always be consistent with the school district's mission and vision. The long-term effects of the naming rights must be considered. The department/school affected by the naming right to be granted may be consulted before any decision is made.
- C. Each granting of naming rights is bound by a written agreement defined by this policy and all other applicable board policies and the administrative rules and regulations pertinent to this policy.

1. The school board must approve named facilities and/or grounds. Any approval will state precisely where such naming rights may occur, the manner and type of signage associated with the name, and the length of time for which the naming rights will be in place.
2. The school district may not grant a naming right without consulting the named party, if possible.
3. Monetary valuations may be assigned to proposed naming rights on a case-by-case basis to aid with making decisions about granting naming rights. Payment for naming rights must be in place prior to the naming occurs.
4. The superintendent will recommend the monetary valuation of each naming right after consulting with the appropriate Board committee. Each case should take into account market comparisons for naming rights for which professional advice may be sought.
5. Naming rights may be revoked based on justifiable reason as determined by the school board.

#### **IV. ACCOUNTING**

- A. Naming revenues must be accounted for and reported in compliance with UFARS.
- B. All funds generated through naming rights shall be deposited in the appropriate fund based on its intended purpose.

First Reading: December 19, 2011

Adopted: January 5, 2012

Reviewed: June 2014  
July 2014  
April 2015  
May 2016

## **004. BUSINESS MANAGEMENT**

### **004.7 Concession Stands (ongoing)**

#### **I. PURPOSE**

The purpose of this policy is to:

- A. provide clear and consistent guidelines for the operation of district concessions;
- B. ensure proper handling of all funds associated with the sale of products; and
- C. meet health and safety regulations for the sale and disbursement of food/beverage items on school property and at school events.

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

The School District shall be responsible for the sale and serving of food, beverage, or product within the concession stands of the Districts.

#### **III. GUIDELINES AND REQUIREMENTS**

- A. The School District will provide the management and coordination for concession stands within the District by:
  - i. establishing rules and procedures for the operation of the concession stands.
  - ii. determining all menus and prices.
  - iii. being responsible for the ordering, receiving, and inventory of all food/non-food products sold from the concession stands. All product procurement will follow rules, guidelines, and agreements established by the School District.

- iv. assigning a minimum of one (1) paid worker for each concession stand event.
  - v. assuring that 100 percent of the net revenue of a concession event(s) will be credited to the capital projects fund for the appropriate activity area of the high school (i.e. gymnasium, pool, theatre, athletic complex).
- B. All equipment purchases for concessions are considered concession expenditures and will be funded from gross concession revenue. The exception to this requirement is that the use of bond construction proceeds shall be allowed to purchase initial concessions equipment for renovated or new facilities.

First Reading: May 14, 2009

Second Reading: July 9, 2009

Reviewed: December 2011  
May 2016

## **004. BUSINESS MANAGEMENT**

### **004.8 Booster Clubs (ongoing)**

#### **I. PURPOSE**

The purpose of this policy is to:

- A. provide clear and consistent guidelines for the booster clubs supporting co-curricular activities within the School District; and
- B. ensure compliance with federal and state statutes (Title IX, the Office of Civil Rights requirements, and Minnesota State High School League guidelines) related to the:
  1. equitable treatment of all students, and
  2. providing a mechanism to ensure equivalency.

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

The District is responsible for providing equivalent benefits, treatment, services, and opportunities to males and females, and it is responsible for having a mechanism in place to ensure equivalency in these areas.

#### **III. DEFINITIONS**

- A. A booster club is defined as an organization that is formed to help support a middle school or high school activity.

#### **IV. GUIDELINES AND REQUIREMENTS**

- A. It is the District's policy that all booster club activity related to raising money for co-curricular activities must be done in full cooperation and knowledge of the School District.
- B. The School District has the authority to accept or deny expenditure requests from booster clubs. The School District has the sole responsibility for all facets of the co-curricular program including, but not limited to, banquets, end-of-season awards, and purchases in support of the program.
- C. The School District will:
  1. Be responsible for reviewing expenditure requests based on federal and state statutes related to Title IX, the Office of Civil Rights, and the

Minnesota State High School League.

2. Be responsible for the ordering, receiving, and inventory of all approved expenditures. Equipment purchased using booster club funds becomes the property of the School District.

D. Booster clubs will:

1. make all expenditure requests through the School District. This includes but is not limited to equipment, coaching positions, travel, and banquet expenses.
2. not pay for an athlete's sport participation fee or for fees to attend camps or clinics.

First Reading: July 9, 2009

Second Reading: August 20, 2009

Reviewed: June 2011  
December 2011

**004. BUSINESS MANAGEMENT**

**~~004.9 Expense Reimbursement~~**

**~~004.92 412.1 Expense Reimbursement for Clothing Damage~~**

**I. PURPOSE**

The purpose of this policy is to provide direction for clothing reimbursement to ~~DCD special education~~ employees.

**II. GENERAL STATEMENT OF POLICY**

The school district shall provide reasonable reimbursement to employees ~~of the special education DCD program~~ for the loss or damage ~~of articles~~ of personal ~~Clothing items~~ resulting from direct personal contact with students in the performance of regular duties during assigned working hours.

The superintendent shall formulate the procedure and requirements for expense reimbursement.

Reviewed: December 1999  
June 2004  
December 2011  
May 2016

**005. PERSONNEL**

**005.0 See Policy 410-Family and Medical Leave Policy**

**005.1 Instructional Personnel**

**005.11 Recruitment**

**005.12 Initial Lane/Step Placement**

**005.13 Evaluation**

**005.14 See Policy 406-Public and Private Personnel**

**Data**

**005.15 See Policy 427-Workload Limits For Certain  
Education Teachers**

**Special**

**005.21 Recruitment**

**005.22 Evaluation**

**005.31 See Policy 401-Equal Employment Opportunity**

**005.32 See Policy 402-Disability Nondiscrimination  
Policy**

**005.4 See Policy 413-Harassment and Violence**

**005.5 Chemical Free Workplace**

**Exposure**

**005.51 See Policy 407-Employee Right to Know-  
to Hazardous Substances**

**Free**

**005.52 See Policy 418-Drug-Free Workplace/Drug-  
School**

	<b>005.6</b>	<b>Other Working Conditions</b>
	<b>005.7</b>	<b>Medical Insurance in Retirement</b>
	<b>005.81</b>	<b>See Policy 409 Employee Publications, Instructional Materials, Inventions, and Creations</b>
	<b>005.82</b>	<b>Electronic Mail Policy</b>
<b>Safety</b>	<b>005.83</b>	<b>See Policy 524-Internet Acceptable Use and Policy</b>
	<b>005.9</b>	<b>General Employment Provisions</b>
<b>Checks</b>	<b>005.91</b>	<b>See Policy 404-Employment Background</b>
	<b>005.92</b>	<b>See Policy 403-Discipline, Suspension, and Dismissal of School District Employees</b>
	<b>005.93</b>	<b>See Policy 424-License Status</b>

**005 PERSONNEL**

**005.1 Instructional Personnel**

**005.11 Recruitment (possible deletion)**

**I. PURPOSE**

The purpose of this policy is to identify the goals of the school district in recruiting faculty.

**II. GENERAL STATEMENT OF POLICY**

The objectives of personnel recruitment are:

1. To recruit and retain well-qualified personnel to support and accomplish the educational goals of the School Board; and
2. To create an environment that will stimulate and maintain a high level of performance, increase effectiveness and skill, and foster a good working relationship between staff, administration and the School Board.

In order to meet these objectives:

1. The School District will develop and maintain adequate sources from which staff may be recruited; and
2. Each position shall be filled by selecting the individual best qualified in terms of meeting the requirements for the particular position; and
3. Positions will be defined so that personnel know their job responsibilities, to whom they are responsible, the authority that goes with the job, and the channels of communication.

Reviewed: December, 1999  
June 2004  
November 2012  
August 2016

**005. PERSONNEL**

**005.1 Instructional Personnel**

**005.12 Initial Lane/Step Placement (possible deletion)**

**I. PURPOSE**

The purpose of this policy is to outline the criteria used when placing a faculty member on the salary schedule.

**II. GENERAL STATEMENT OF POLICY**

When the School District initially hires a teacher, the teacher will be placed on the teacher salary schedule in accordance with the following criteria listed below:

- Initial placement on the salary schedule will be determined by the school district.
- Step: Placement will be determined by prior public school teaching experience.
- Lane: Placement will be determined by a review of previously earned credits verified by an official transcript provided by the teacher. Credits to be considered for application on any lane may be graduate or undergraduate semester hour credits that are germane to the teacher's teaching assignment. Credits to be considered must be earned subsequent to the granting of the teaching license.
- Conditional: The School District may choose to award a conditional annual stipend.
- Stipend: for new staff for a time period of up to three (3) years.

First Reading: February 21, 2002

Approved: February 2002

Reviewed: June 2004

November 2012  
August 2016

## **005. PERSONNEL**

### **005.1 Instructional Personnel**

#### **005.13 Evaluation (possible deletion)**

## **I. PURPOSE**

The purpose of this policy is to articulate the School Board's expectations for evaluating instructional staff.

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

The School Board charges the administrative staff with developing, organizing, implementing, reviewing, and revising a system-wide program for evaluating instructional personnel to ensure quality control of instruction. Professional development opportunities are provided to all instructional staff as a method of improving individual teaching skills.

Appraisal of teaching service should serve two purposes:

1. To continually improve the quality of instruction and educational services to the children of our community; and
2. To help the individual teacher grow professionally.

In order to meet these purposes, the following shall occur:

1. Mentoring shall be provided to all beginning teachers to help them through the probationary period of teaching. At least three evaluations of staff members shall occur each year of the teacher's probation period; and
2. All tenured teachers shall have an evaluation at least once every year.
3. All written forms of evaluations shall be shared with teachers; and
4. Tenured teachers shall be recommended for dismissal when attempts to correct deficiencies have failed.

Reviewed: December 1999

June 2004  
November 2012  
August 2016

## **005. PERSONNEL**

### **005.2 Non-instructional Personnel**

#### **005.21 Recruitment (possible deletion)**

##### **I. PURPOSE**

The purpose of this policy is to identify the goals for recruiting non- instructional personnel.

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

The objectives of recruiting non-instructional personnel are:

1. To recruit and retain well-qualified personnel to support and accomplish the School Board goals; and
2. To create an environment that will stimulate and maintain a high level of performance, increase effectiveness and skill, and foster a good working relationship between staff, administration, and the School Board.

In order to meet these objectives:

1. Adequate sources from which staff may be recruited will be developed and maintained; and
2. Each position shall be filled by selecting the individual best qualified in terms of meeting the requirements for the particular position; and
3. Positions will be defined so that personnel know their job responsibilities, to whom they are responsible, the authority that goes with the job, and the channels of communication.

Reviewed: December 1999  
June 2004

November 2012  
August 2016

**005. PERSONNEL**

**005.2 Non-instructional Personnel**

**005.22 Evaluation (possible deletion)**

**I. PURPOSE**

The purpose of this policy is to identify the evaluation expectations for non-instructional personnel.

**II. GENERAL STATEMENT OF POLICY**

Each employee shall have one designated supervisor who is responsible for conducting at least one written evaluation per year for each non-instructional personnel under her or his supervision. Training and in-service shall be provided as a method of improving performance and/or meeting job responsibilities.

Reviewed: December 1999  
June 2004  
November 2012  
August 2016

**005. PERSONNEL**

**005.6 Other Working Conditions (ongoing)**

**I. GENERAL STATEMENT OF POLICY**

**A. Department Chairpersons/Grade Level Leaders**

It is the policy of Independent School District 508 that the School Board may exercise its sole discretion in determining whether or not department chairpersons and/or grade-level leaders shall be employed to strengthen the instructional program of the School District.

When department chairs and/or grade-level teachers are employed, the group that they represent will recommend to the building level principal the individuals that wish to serve as department chairperson and/or grade level leaders. If approved by the building level principal, the list will be presented to the Superintendent for final approval.

**B. Recognition for Employee Service**

It shall be the policy of the School Board of Independent School District 508 to recognize, upon retirement or resignation, the service of employees who have served the district for a minimum of ten (10) consecutive years. Such recognition shall include an appropriate message inscribed on a brass hand bell and shall be presented to the employee by an officer of the School Board.

In addition, the School Board will recognize all employees for twenty-five (25) years of service by the issuance of a plaque.

The Customer Care Committee, made up of representation of various employee groups, may put in place other employee recognition awards with approval of the superintendent of schools.

### **C. School District Imposed Changes to Working Conditions**

It may become necessary from time to time to unilaterally impose rules and regulations that may change the working conditions of teachers. Prior to adopting any policy, that may materially change the working conditions of teachers, the School Board or a designee of the School Board will meet and confer with members of the teachers bargaining unit.

### **D. Substitute Teachers**

Compensation for substitute teachers shall be reviewed annually by the Superintendent of Schools. Any changes in the substitute teacher rate will be approved by the School Board. Teachers who substitute for the same classroom teacher for a period of thirty (30) consecutive working days or longer shall be placed on the salary schedule retroactively at the beginning step of the appropriate lane.

### **E. Teacher Strikes**

The School Board has determined that in the event of a work stoppage by the Teacher's Association of the School District, the following policy provisions shall be in effect:

1. A decision regarding the operation of the school district will be made by the School Board as soon as is practical;
2. All School District activities shall cease, all activity programs shall be cancelled and there shall be no rescheduling or make-up of any game, meet, or other activity;
3. Teachers shall not be permitted to enter the School District buildings;
4. All non-striking personnel whose services are not required during the strike shall be temporarily laid off;
5. The Superintendent is directed to implement these policies and to secure the School District buildings and facilities; and
6. The following shall serve, as designated:

Board Spokesperson -----	Board Chairperson
Public Information Person -----	Superintendent
Strike Control Committee -----	Superintendent
	All Principals
	Board Chairperson, Board Negotiator
	Building and Grounds Supervisor
	Business Manager

**F. Staff Members Transporting Students**

Employees possessing a valid driver’s license may transport students in school vehicles or school vans provided that proper training in such transportation has occurred and is documented on an annual basis.

**G. Swimming Instructors**

It is the policy of the School District that the instructor of swimming for physical education classes shall have a proof of certification in water safety instruction in the appropriate principal’s office.

**H. Automatic Payroll Deposit**

All regular employees will be paid through the automatic payroll deposit program.

Net payroll amounts will be deposited each payroll period in an employee's checking and/or savings account. The following procedures are to be followed in the automatic payroll deposit program:

1. Each employee must provide an original institution voided check for the account(s) they are requesting the monies to be deposited in;
2. Employees will be allowed changes on a monthly basis for the amounts deposited to each account or the location of the account. The School District payroll department must receive proper notification by the 25th of the month to allow changes for the following month; and
3. Each employee will receive an explanation of the gross salary, the various payroll deductions, and the net deposit at least two days prior to the designated payroll

date each month.

## **I. Resale of Goods and Materials to School District Employees**

The School District will not resell goods and materials to School District employees except as set forth under applicable state law.

This policy is not intended to restrict the purchase of goods and materials sold by students as money-raising projects.

Reviewed: December 1999  
June 2004  
November 2012  
August 2016

**005. PERSONNEL**

**005.7 Medical Insurance in Retirement (possible deletion)**

**I. PURPOSE**

The purpose of this policy is to state the school district's intent in regards to medical insurance for eligible retirees.

**II. GENERAL STATEMENT OF POLICY**

The School District will provide to retirees of Saint Peter Public Schools who qualify for retirement under an individual or group contract access to the District's health plans based on their employment contracts and all applicable state and federal laws.

First Reading: May 9, 2002

Approved: June 13 2002

Reviewed: June 2004  
November 2012  
August 2016

**005. PERSONNEL**

**005.8 School District/Employee Relations**

**005.82 Electronic Mail Policy (possible deletion)**

**I. PURPOSE**

This policy is designed to ensure proper and professional use of the district's email system and set forth guidelines and procedures for email storage and retention.

**II. GENERAL STATEMENT OF POLICY**

Electronic mail is provided to support open communication and the exchange of information between staff and other authorized users that have access to an email address. This communication allows for the collaboration of ideas and the sharing of information. The Saint Peter school district reserves the right to monitor all email communications conducted on the district's email system.

**III. E-MAIL GUIDELINES**

- A. Every staff member of Saint Peter Public Schools is given an email account.
  - i. It is the responsibility of the employee to use their account in accordance with established guidelines and in such a way that does not interfere with their duties; and
  - ii. Email is considered network activity and as such is subject to the guidelines set forth in the district's Acceptable Use and Internet Policy 006.14.
- B. Individual employee email accounts should be deleted on a regular basis.
- C. The school district will archive and retain email accounts for a period of one year.
- D. Email accounts will remain active for employees who leave the service of the district for no more than three (3) months after termination of employment.

First Reading: June 20, 2011

Adopted: July 18, 2011

August, 2016

13

Reviewed: November 2012

**006. INSTRUCTION**

- 006.1 Selection of Instructional Materials**
  - 006.10 See Policy 402-School District Curriculum and Instructional Goals**
  - 006.11 See Policy 606-Textbooks and Instructional Materials**
  - 006.12 See Policy 606.1-CITIZEN REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS, Policy 606.2 SELECTION OF LIBRARY MEDIA MATERIALS**
  - 006.13 See Policy 616-SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**
  - 006.14 Inclusive Education Program**
- 006.2 Controversial Issues**
  - 006.21 Discussions**
  - 006.22 See Policy 531-The Pledge of Allegiance**
- 006.3 Reporting to Parents/Guardians/Community**
  - 006.31 Reporting Procedures**
  - 006.32 See Policy 616-SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**
- 006.4 Graduation Requirements**
  - 006.41 See Policy 613-Graduation Requirements**
  - 006.42 See Policy 620-Credit for Learning**
- 006.51 See Policy 620-Credit for Learning**

- 006.6 Curriculum**
  - 006.61 Environmental Education**
  - 006.62 See Policy 624-Online Learning Options**
- 006.7 See Policy 608-Instructional Services-Special Education**
- 006.8 See Policy 611-Home Schooling**

## **006. INSTRUCTION**

### **006.1 Selection of Instructional Materials**

#### **006.14 Inclusive Education Program (ongoing)**

## **I. PURPOSE**

The purpose of this policy is to inform students, teachers, and parents of the district's commitment to provide equal educational opportunities to all students attending district schools regardless of their cultural or socioeconomic background, gender, or disability.

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

The School Board is committed to delivering an inclusive educational program which encourages understanding and nondiscriminatory treatment of people of all cultures, socioeconomic background, gender, and disabilities.

## **III. DEFINITIONS**

- A. Inclusive educational program: A curriculum that is developed and delivered so that students and staff gain an understanding and appreciation of:
1. the cultural diversity of the United States;
  2. the historical and contemporary contributions of women and men to society; and
  3. the historical and contemporary contributions to society by people with disabilities.
- B. Instruction: a teacher-led process, which delivers well-planned curriculum into student learning. Instruction is teaching with the purpose of providing meaningful learning experiences that enable all students to meet intended learner outcomes.
- C. Curriculum: a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.

#### **IV. REGULATIONS**

- A. The district's Inclusive Educational Program must be in compliance with Minnesota's Multicultural, Gender-fair Curriculum Rule 3500.0550, adopted by the state in December 1988 and printed in the State Register May 30, 1989. Renamed Inclusive Educational Program, 1995.

#### **V. REQUIREMENTS**

- A. Development of the district's Inclusive Educational Program will occur as part of the district curriculum review process.

First Reading: January 6, 2011

Adopted: February 10, 2011

Reviewed: March, 2013  
November, 2016

**006. INSTRUCTION**

**~~006.2~~ Controversial Issues**

**~~006.21~~ 604.1 Discussion**

**I. PURPOSE**

The purpose of the policy is to identify the guidelines and practices related to controversial issues as part of the instructional program.

**II. GENERAL STATEMENT OF POLICY**

The School Board understands that diverse perspectives may be a part of the School District's instructional program when directly related to subject matter in a given grade level or specific curricular field.

**III. GUIDELINES**

1. Professional judgment must be used in determining the appropriateness of the issue to the curriculum and the maturity of the students.
2. In the presentation of all controversial issues, every effort will be made to provide divergent points of view and opportunity for exploration by the students into all sides of the issue.
3. In discussing controversial issues, the teacher will encourage students to express their own views, ensuring that this is done in a manner that gives due respect to one another's rights and opinions.
4. When discussing controversial issues, the teacher will respect positions other than his or her own. Students will be encouraged, after class discussions and independent inquiry, to reach their own conclusions regarding controversial issues.
5. Outside speakers may be used when other adequate materials are not available or when the teacher feels such a resource will help to clarify the issues under discussion. Prior to scheduling any such guest speaker, approval of the administration must be obtained. Such approval will be exercised in a manner consistent with the principles of free inquiry and expression. Approval will be withheld when the administration has reason to believe that the appearance of a guest speaker would be disruptive to other individuals or to the educational process of the institution.

6. If the material being presented by the speaker is highly controversial, the principal will request that the teacher notify parents/guardians of the content of the presentation prior to the presentation occurring.
7. When discussing religious customs, policies, and practices, the school district shall rigorously protect the religious freedom of each student, in accordance with Constitutional standards:
  - a. The Saint Peter Public Schools may not be used for religious socialization of students. The development and practice of religious faith is the right of home along with church, synagogue, or other religious establishment or group.
  - b. No student of any religious background of faith or belief regarding religion shall be subjected to having his/her particular background disparaged in the Saint Peter Public Schools, neither may any student find his/her particular belief promoted.

#### **IV. PERMITTED PRACTICES**

1. The use of religious books as source books in teaching about religions;
2. A student's right to pray at any appropriate time;
3. Objective instruction about religion as literature and history and religion's role in the story of civilization;
4. The freedom to recite such documents as the Declaration of Independence, which contain references to God;
5. The singing of the national anthem and other patriotic songs, which may contain assertions of faith in God;
6. Rhetorical or personal references to religious faith in connection with patriotic or ceremonial occasions;
7. Allowing students to be excused from engaging in an activity which offends that student's religious belief or conscience;

8. Classroom instruction, where its content is in the area of religious holy days or celebrations where it is carefully tied to educational objectives; and
9. The establishment of the school calendar which may be scheduled to permit observances of religious holy days. When school is scheduled on a religious holy day, students shall be excused for observances of the holy day upon the request of their parents/guardians.

**V. UNPERMITTED PRACTICES**

1. Religious worship or indoctrination;
2. Compulsory reading from any religious text as part of a non-instructional activity;
3. The promotion or indoctrination of students in any religion including atheism, agnosticism, humanism, secularism, sectarianism, and transcendental meditation;
4. Prayers composed, authorized, or sanctioned by School District officials;
5. Sectarian instruction offered to students in public schools during school hours or during school-sponsored activities;
6. Requiring official public school musical groups to participate under the auspices of the public school in religious services;
7. Proselytizing or recruiting of students by non-student members or religious groups during the school day or during school activities;
8. Official posting or display of religious documents such as the Ten Commandments and other religious symbols except when related to the curriculum;
9. The formal celebration of religious holy days; and
10. The distribution of sectarian literature, including Bibles and religious tracts, in the schools by school staff or by non-school persons, unless directly related to the approved curriculum.

Reviewed:                December, 1999  
                                  September, 2004  
                                  March, 2013

November, 2016

**006. INSTRUCTION**

**006.3 Reporting to Parents/Guardians/Community**

**006.31 Reporting Procedures (possible deletion)**

**I. PURPOSE**

The purpose of this policy is to communicate the expectations for communicating with parents about student progress in school.

**II. GENERAL STATEMENT OF POLICY**

It shall be the policy of the School District to encourage students by reporting their accomplishments to their parents or guardians. It is the philosophy of the School Board of ISD 508 that positive reinforcement improves academic achievement and behavior.

**III. GUIDELINES**

Teachers are directed to communicate with students and report to parents/guardians early indications of difficulties in order to strengthen communication between teachers and parents/guardians.

Reviewed: December, 1999  
October, 2004  
March, 2013  
November, 2016



## **006. INSTRUCTION**

### **006.6 Curriculum**

#### **006.61 Environmental Education (possible deletion)**

##### **I. PURPOSE**

The School District will act to make resource conservation an integral part of the physical operation of the School District and of the school curriculum.

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

The School District shall integrate the concept of resource conservation including waste reduction and recycling, into the environmental education curriculum at all levels of the school system.

Reviewed: December, 1999  
October, 2004  
March, 2013  
November, 2016

**007. STUDENTS**

**007.11 See Policy 513- Student Promotion, Retention, and Program Design**

**007.12 Middle School Student Progress**

**007.13 Physical Examinations**

**007.14 See Policy 530-Immunization Requirements**

**007.15 See Policy 420-Communicable Diseases**

**007.16 See Policy 806- Crisis Management Policy**

**007.17 See Policy 518-DNR-DNI Orders**

**007.18 See Policy 516-Student Medication**

**007.19 See Policy 536-Animals in the Classroom**

**007.27 MSHSL Rules and Regulations**

**007.28 See Policy 511- Student Fundraising**

**007.29 See Policy 709-Student Transportation Safety Policy**

**007.30 See Policy 707**

**007.31 See Policy 708-Transportation Of Nonpublic School Students**

**007.32 See Policy 710-Extracurricular Transportati**

**007.33 See Policy 711-Video Recording On School Buses**

**007.34 See Policy 709-Student Transportation Safety Policy**

**007.35 See Policy 709-Student Transportation Safety Policy**

- 007.36 See Policy 709-Student Transportation Safety Policy**
- 007.37 See Policy 709-Student Transportation Safety Policy**
- 007.38 See Policy 709-Student Transportation Safety Policy**
- 007.41 Student Assistance Program**
  - 007.42 See Policy 502-Search Of Student Lockers, Desks, Personal Possessions, And Student's Person**
  - 007.43 See Policy 533-Wellness**
  - 007.44 See Policy 521-Student Disability Nondiscrimination**
  - 007.45 See Policy 414-Mandated Reporting of Child Neglect or Physical or Sexual Abuse**
  - 007.46 See Policy 415-Mandated Reporting of Maltreatment of Vulnerable Adults**
  - 007.47 See Policy 514-Bullying Prohibition Policy**
  - 007.48 See Policy 526-Hazing Prohibition**
  - 007.49 See Policy 528-Student Parental, Family, And Marital Status Nondiscrimination**
- 007.51 See Policy 512-School-Sponsored Student Publications and Activities**
  - 007.52 See Policy 801-Equal Access to School Facilities**
- 007.61 See Policy 510-School Activities**
  - 007.62 See Policy 610-Field Trips**
  - 007.63 Academic Competition**
- 007.81 See Policy 515-Protection and Privacy of Pupil Records**
  - 007.82 See Policy 502-Student Surveys**



## **007. STUDENTS**

### **007.1 General Policies**

#### **007.12 Middle School Student Progress (possible deletion)**

##### **I. PURPOSE**

The purpose of the of the policy is to identify how the school district communicates academic progress and provides learning support to middle school students.

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

Regular communication between school staff and parents is an important component of student success. The school shares information with parents in various ways, and also has numerous support systems in place to provide assistance for students.

##### **III. GRADING**

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 courses determined by averaging percentages

##### **A. GRADE REPORTS AND UPDATES**

- 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 on-line throughout the school year.
- II. Parent conferences will be held during each school year. The dates for parent conferences are noted in the school calendar.
- III. In cases when significant academic or social concerns arise, the school will convene a meeting with the student, parents/guardians and teachers to develop an improvement plan. The school's Student Support Team monitors progress on each student's improvement plan.
- IV. Parents will receive a mid-term notification from the school when a student is not passing a class.

## **B. ACADEMIC SUPPORT**

Students are given numerous opportunities to achieve success in their middle school classes. In the Middle School, students will be expected to complete their work in a timely manner. If students require additional time and/or support for learning, the following action may be taken:

- I. Intervention Period. During scheduled times, students may be assigned to a specific intervention room to receive time and support for learning in a more structured environment.
  
- II. Co-Curricular Ineligibility. Students who are not passing all their classes at mid-term and at the end of the quarter will be ineligible for participation in the school's co-curricular program based on guidelines set forth in the student handbook.
  
- III. Summer School
  1. Students who do not pass two or more classes will be required to attend a three-week (60-hour) summer school session.
  
  2. If a student fails to attend summer school, a meeting will be held with the student and the student's parents/guardians to establish an alternate learning plan.

Reviewed: December 1999  
December 2004  
May 2014  
April 2018

## **007. STUDENTS**

### **007.1 General Policies**

#### **007.13 Physical Examinations (possible deletion)**

##### **I. PURPOSE**

The purpose of the policy is to provide direction to the school district and public regarding physical examination.

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

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 healthcare provider. The selection of a licensed healthcare provider shall be made by the parents or guardians and the examination shall be at their expense.

##### **III. RECOMMENDED/REQUIRED PHYSICAL EXAMINATIONS**

- A. A physical examination is recommended for all students prior to entry into kindergarten.
- B. A physical examination is recommended for all students prior to entry into seventh grade.
- C. Physical examinations are required prior to participating in athletic co-curricular activities.
  - 1. The first exam must occur prior to participating in activities in grades 7-9.
  - 2. The second exam must occur prior to participating in activities in grades 10-12.
- D. The school district supports following the child's healthcare provider's recommendation for physical examinations.

##### **IV. EXAMINATIONS**

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 grounds for the request. A student age 18 or over whom 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/guardian (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).

Reviewed: December 1999  
December 2004  
May 2014  
April 2018

## **007. STUDENTS**

### **007.2 Student Conduct**

#### **007.27 MSHSL Rules and Regulations (possible deletion)**

##### **I. PURPOSE**

The purpose of the policy is to identify the rules and regulations for activities governed by the Minnesota State High School League.

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

Student participation in co-curricular programs sponsored by the Minnesota State High School League.

##### **III. 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, arts and academics. 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.

##### **IV. 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

## **V. PENALTIES FOR 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 (2) consecutive interscholastic contests or two (2) weeks of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.

2. Second Violation

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. Captaincy

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.

**VI. PENALTIES FOR CATEGORY II FINE ART ACTIVITIES**

A. Category II at Saint Peter High School

One-act plays and sectional music contests are classified as Category II activities. Pep band is not a Category II activity.

B. Violations

After confirmation of the violation, the student shall lose eligibility for the next regularly scheduled event for which the student is eligible. 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 activities 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 activity director or building principal.

- 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 activities 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 HIGH SCHOOL REVIEW PROCEDURE**

In addition to the rules and regulations as stated in the High School League eligibility information bulletins, District 508 adopts the following provision as a review procedure for individual student participation.

- A. In the event a serious problem arises in the area 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 by a staff member, the principal will call together a guidance counselor, the staff member who made the request, and the director and/or the coach of the co-curricular activity in which the student is involved. The student may be present, with a support person that he/she chooses; and
  - 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 he/she is involved.

## **VII. SAINT PETER HIGH SCHOOL STANDARDS OF BEHAVIOR**

Students from Saint Peter High School who participate in the regular activities sponsored by Minnesota State High School League are also expected to follow the standards of behavior listed below. Although the standards listed below do not carry a predetermined ineligibility penalty, the School Board, staff and

administration of District 508 believe that students who wish to 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; and

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 in which Saint Peter competes against will have their participation reviewed under the policy stated above.

First Reading:       October 2003

Adopted:             November 2003

Revised:             April 2005  
                          May 2014  
                          April 2018

**007. STUDENTS**

**007.4 Student Welfare**

**007.41 Student Assistance Program (possible deletion)**

**I. PURPOSE**

The purpose of the policy is to make clear the statutory requirements of school personnel on reporting and to identify support teams in place to help students.

**II. GENERAL STATEMENT OF POLICY**

All students have a right to an education. Any conditions or circumstances that deny this right must be reported by those who engage in the practice of education. The School District recognizes that there is a responsibility shared among parents/guardians, community members, and professional school staff for the educational development of students. Whenever student behaviors or physical appearances indicate potentially serious problems that adversely affect educational growth or negatively influence the educational climate, it becomes the responsibility of the school to provide assistance.

**III. MINNESOTA LAW**

The state of Minnesota has mandated by law that professional educators who have knowledge or reasonable cause to believe a student is being neglected or physically/sexually abused, shall report such information immediately to the appropriate authorities.

- A. Child abuse or neglect and chemical abuse may be revealed by a variety of symptoms in school, such as absenteeism or truancy, inability to concentrate on tasks, low achievement, or signs of excessive aggression.
- B. No student with chemical dependency, mental or physical problems, or serious personal problems, will have his/her student status affected for seeking and/or accepting diagnosis and treatment. If the student refuses to accept assistance or continually does not respond to treatment, or if significant indications of chemical abuse or other problems persist Policy 007.2 (Student Conduct) will be implemented.

**I. STUDENT ASSISTANCE TEAM**

The professional staff of each building or division in the School District shall

establish a Student Assistance Team (SAT), which shall consist of the building principal, the school nurse, the school social worker or counselor, and two professional staff members appointed by the principal. This team will make supportive consultation and technical assistance available to the employee making the referral. In the case of child abuse or neglect, school personnel will make required reports to city and county officials. In the case of chemical abuse, the team, along with the referring employee, will decide if further intervention is warranted.

Reviewed: December 1999  
April 2005  
May 2014  
April 2018

## **007. STUDENTS**

### **007.6 Student Activities**

#### **007.63 Academic Competition (ongoing)**

##### **I. PURPOSE**

The purpose of this policy is to outline the school district's financial commitment to students participating in school-sponsored activities at state and national academic competitions.

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

It is the policy of the School District to support students financially at state and national academic competitions.

##### **III. GUIDELINES**

1. The School District shall provide necessary funding to allow competition for all school-sponsored activities at the district, regional, and state levels. School-sponsored activities shall be those adopted by the School Board.
2. Competition at the national level is supported when students are recommended for advancement to the national competition by placing first in a state-level competition. If this occurs, the school district will provide up to a maximum of \$500 per student or \$2,500 per team except that no student shall receive more than 50 percent reimbursement for registration, travel, food, and housing.
3. School clubs and organizations which have not met the criteria listed above may receive financial support for national competition in special cases. The School Board shall make the final decision on any such funding.

Reviewed: December, 1999  
October, 2004  
March, 2013  
October, 2016

**008. COMMUNITY RELATIONS**

**008.1 Community Information**

**008.11 Community Information Program**

**008.2 Community Participation**

**008.21 Community Task Force**

**008.22 Volunteers**

**008.3 Community Use of School District Facilities and Equipment**

**008.31 See Policy 902 Use of School District Facilities and Equipment**

**008.32 See Policy 903 Visitors to School District Buildings and Sites**

**008.4 General Policies**

**008.41 See Policy 419-Tobacco-Free Environment; Possession And Use Of Tobacco, Tobacco-related Devices, And Electronic Delivery Devices; Vaping Awareness And Prevention Instruction**

**008.42 See Policy 501-School Weapons Policy**

**008.43 Chemical Use and Abuse**

**008.44 See Policy 805-Waste Reduction and Recycling**

**008.5 Students, Employees, Parents, Other Persons**

**008.51 See Policy 103-Complaints-Students, Employees, Parents, Other Persons**

**008.6 Hall of Fame**

## **008. COMMUNITY RELATIONS**

### **008.1 Community Information**

#### **008.11 Community Information Program (possible deletion)**

## **I. PURPOSE**

The School Board believes in effectively communicating with employees, students, and the community.

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

The School Board recognizes that intelligent, informed support of the schools is possible only when the community knows, understands, and participates in school activities, programs, and policies.

## **III. GOALS**

The School Board intends:

- A. To keep the community and employees regularly and adequately informed as to policies, programs, planning, needs, and accomplishments of the school system;
- B. To cooperate in every reasonable way with the news media
- C. To maintain an atmosphere which makes two-way communication between the School District and the community a vital force for the continuing improvement of the schools;
- D. To encourage and be responsive to the advice and counsel of the community;
- E. To solicit the studied recommendations of the community, staff, and students through advisory committees selected and appointed by the Board of Education to consider specific mandates and changes;
- F. To maintain an atmosphere of mutual understanding and respect for

everyone;

- G. To maintain a climate that attracts quality staff and encourages them to engage with external stakeholders;
- H. To charge the administrative staff of the schools, as well as the School Board with the duty to apply this policy as an integral part of regular activities and responsibilities; and
- I. To evaluate past procedures in order to improve future communication procedures.

#### **IV. COMMUNITY ACCESS TO SCHOOL DISTRICT RECORDS**

Public records of the school system may be inspected and examined at reasonable times and without unreasonable delays except when access is prohibited by law.

Requests for information from, or copies of, identifiable records shall be granted unless the request involves a category of information that is exempted from disclosure under the law. A charge of \$0.25 may be made for each page of copy requested and an additional charge based upon \$25 per hour may be made for finding information more than five (5) years old and requiring a search.

Reviewed: December 1999  
June 2005  
June 2014  
July 2014  
July 2018

## **008. COMMUNITY RELATIONS**

### **008.2 Community Participation**

#### **008.21 Community Task Force (possible deletion)**

##### **I. PURPOSE**

The purpose of this policy is to establish the procedures for the School Board to establish community task forces.

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

It shall be the policy of the Board to set up a Community Task Force as it may deem expedient or advisable.

##### **III. PROCEDURES**

To provide a consistent method of selection and communication, the following procedures will be implemented:

- A. The School Board has the prerogative to appoint qualified and interested persons to a task force in accordance with criteria and guidelines that it may determine.
- B. The School Board shall charge the task force with its functions and objectives, set deadlines, and provide conditions or arrangements necessary to implement the charge. Members of the task force shall be given a concise, written statement of the charge(s).
- C. All appointees shall meet with the chairperson of the board or the chairperson's designee to be sure the charge(s) is/are clearly understood by the member of the task force.
- D. Members of the task force shall deal only with the charge(s) outlined.
- E. The board chair and/or designee shall call the first meeting of the task force and shall meet with the task force to clarify further the task and help select a chairperson for the committee.
- F. If the task force reaches more than one solution to the charge, such recommendations shall be prioritized before presentation to the School Board.
- G. The task force shall report its findings to the School Board at a regularly

scheduled meeting.

Reviewed: December 1999  
June 2005  
June 2014  
July 2014  
July 2018

**008. COMMUNITY RELATIONS**  
**008.2 Community Participation**  
**008.22 908 Volunteers**

**I. PURPOSE**

To promote stronger school-community ties and to tap valuable human resources present outside the school setting, the School District encourages community members to volunteer.

**II. GENERAL STATEMENT OF POLICY**

- A. The Board authorizes the selection and use of parents/guardians, community members, and others as volunteers to assist and supplement regular school district staff. Under no circumstances shall a volunteer be considered an employee of the school district. A volunteer shall receive no wages or other consideration that has a monetary value for the performance of volunteer services. The volunteer position is not a right, but rather a privilege, which is conferred by the Board and the administration. As such, any volunteer position may be eliminated and/or the services of any volunteer may be terminated at any time at the sole discretion of the responsible school district administrator(s).
- B. Volunteers are to perform only those duties and/or functions assigned to them by the school principal or designee or, in appropriate cases, the district employee to which they have been temporarily assigned.

**III. VOLUNTEER CATEGORIES**

- A. Single-Event Volunteer—one who voluntarily provides service to the school district, without compensation, for a single event that will be completed in one (1) to three (3) school days.
- B. Short-Term Volunteer—one who voluntarily provides a service to the school district, without compensation, on an occasional basis not exceeding two (2) weeks in the aggregate during a school term.
- C. Long-Term Volunteer—one who voluntarily provides a service to the school district, without compensation, from time to time throughout the entire school year. Said service does not necessarily have to be performed on consecutive

days. The intent, however, is to use a long-term volunteer over an aggregate period of time exceeding two (2) weeks through the school year. This category includes, but is not limited to, coaching, directing, advising, or serving as a school/office/classroom assistant.

#### **IV. PROCEDURES**

- A. The school principal and/or activities director shall assume general authority and responsibility over all volunteers serving at that school site. The principal and/or athletic director who use(s) volunteers in any capacity shall be responsible for:
  1. Supervising the dissemination and procurement of volunteer applications and clearances.
  2. Reviewing volunteer applications and required clearances.
  3. Maintaining a file of applications and clearances.
  4. Ensuring volunteer intakes are conducted, as appropriate.
  5. Recruiting and selecting volunteers in accordance with the needs of the school as principal and staff shall determine, including the number of volunteers providing service in any one area.
  6. Developing and assigning duties that would be performed by volunteers in accordance with the identified needs in his/her school.
  7. Ensuring any necessary training of volunteers to perform the specific duties associated with their assignments.
  8. Terminating the services of any volunteer:
    - a. Who violates school district policy, school rules, or guidelines.
    - b. Whose presence and/or actions are deemed to constitute(s) a danger or threat to the school district, the school, the students, and/or the school's personnel.
  9. Informing the superintendent in a timely manner of the termination of a volunteer.

- B. Criminal history background checks shall be conducted on all long-term volunteers except student volunteers.
- C. Volunteers shall not be asked to assume the professional responsibilities of the school staff. Volunteers may provide assistance, which is supportive, under the direction of a staff member.
- D. Any school volunteer program that will require additional financial support from the school district budget will require a formal recommendation from the superintendent or designee and approval by the Board prior to implementation.
- E. Volunteers are not to have access to or handle any materials of a personal or confidential nature, unless the volunteer is a school district employee whose job allows such and who has been assigned to do so by the building principal or designee, or as appropriate, the teacher to whom s/he has been temporarily assigned.

First Reading: June 16, 2014  
Adopted: July 21, 2014  
Revised: July 2018

**008. COMMUNITY RELATIONS**

**008.4 General Policies**

**008.43 Chemical Use and Abuse (possible deletion)**

**I. PURPOSE**

The purpose of this policy is to assist the School District in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

**II. GENERAL STATEMENT OF POLICY**

- a. Use of controlled substances, toxic substances, and alcohol is prohibited in the school setting in accordance with School District policies with respect to a Drug-Free Workplace/Drug-Free School.
- b. The Superintendent of Schools shall establish a process for involving parents and community members in addressing chemical abuse problems in the district.
- c. The School District shall establish and maintain a program to educate employees, students, and others regarding this policy and the goals of achieving drug-free schools and workplaces.

First Reading: April 12, 2007

Adopted: May 10, 2007

Reviewed: June 2014  
July 2014  
July 2018

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## **008. COMMUNITY RELATIONS**

### **008.6 909 Hall of Fame**

#### **I. PURPOSE:**

The purpose of the Hall of Fame is to honor those Alumni who have attained exceptional personal or professional achievements and who have made significant contributions in either their careers, community, nation, and/or world. The Hall of Fame recognizes outstanding and exceptional professional and/or humanitarian achievement, such as to bring unusual honor to an individual.

#### **II. CRITERIA FOR SELECTION:**

A. A Hall of Fame member must be alumni of Saint Peter Public Schools with a graduation date of twenty (20) years prior to induction or a retired staff/faculty member having served a minimum of ten (10) years in the District. Employees may be considered as candidates five (5) years after ending service with Saint Peter Public Schools. Exceptions may be made under special circumstances by unanimous vote of the Selection Committee.

#### **II. SELECTION COMMITTEE:**

A. The Selection Committee is comprised of five (5) people:

1. High School Principal
2. High School Guidance Counselor
3. One member of the All-School Reunion Committee
4. One member of the Saint Peter Education Foundation
5. One member of the Saint Peter Public Schools School Board

B. Each member serves for three (3) years; however, the same person may be selected for two (2) consecutive terms.

C. The final duty of the Selection Committee each year is to seat the committee for the next selection process.

#### **III. NOMINATION AND SELECTION PROCESS:**

A. Nomination forms are available at all school buildings and on the district web site.

B. Nomination forms may be completed by any interested individual and should be sent to or dropped off at any Saint Peter school marked attention

Superintendent of Schools, Hall of Fame Selection. All nominations are **confidential**.

- C. The Selection Committee may contact the nominees to request additional information.
- D. The Selection Committee reviews the nominations and select a maximum of six (6) inductees.
- E. Nominations not selected for induction are kept on file for ten years, pending additional achievements or new nominations.
- F. The Committee meets and selects nominees in even years.
- G. Deadline for nominations is June 30 of the year the selections will are made.

**IV. NOTIFICATION**

- A. The Superintendent of Schools or her/his designee notifies individuals of their selection to the Hall of Fame.

**V. RECOGNITION:**

- A. The recognition and presentation of membership into the Saint Peter Public Schools Hall of Fame is done at a designated ceremony during the All-Class Reunion when that is being held during the selection year. On all other years, the recognition is held during fall Homecoming activities.
- B. The Selection Committee is responsible for planning and conducting the induction ceremony and reception.
- C. Each inductee receives a plaque with the appropriate recognition.
- D. A permanent listing of all Hall of Fame Inductees is kept by the school district.

**VI. AMENDMENT PROCEDURE:**

- A. The Selection Committee may recommend changes to the policy for consideration by the School Board.

First Reading: November 13, 2008  
Adopted: December 11, 2008  
Reviewed: June 2014  
July 2014, July 2018



## ADDENDUM

### REGULAR BOARD MEETING Monday, September 19, 2022 SPCC-Governor's Room 6:30PM

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#### VIII. INFORMATION ITEMS

<b>4. AGENDA ITEM #4</b>
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**Subject:** Fundraising Plans by Site for 2022-2023

**Background:** School Board Policy 007.28—Fundraising Efforts and Projects requires that the superintendent shares annual fundraising plans with the School Board and the public. Attached are the approved fundraising plans for the 2022-2023 school year. Building principals will be prepared to answer any questions you may have about the plans.

**Presentation:** Principals



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

**FROM:** Doreen Oelke, Principal  
South Elementary

**DATE:** September 14, 2022

**SUBJECT:** Fundraisers at South Elementary

Activity	Recipient
Scholastic Book Fair	Media Center and Classroom Libraries
Yearbook	Building Initiatives
Box Tops, Food Sales at Parent Council Events	Parent Council
South Read-a-thon	PBIS Team for Star Pride T-shirts, Staff Appreciation, Book Nook Materials
Family Fresh & HyVee Receipt Redemption Program	South Activity Account



**MEMO TO: Mr. Bill Gronseth**  
**FROM: Darin Doherty**  
**DATE: September 13, 2022**  
**RE: Building Fundraising**

The following activities occur at North Elementary to help raise funds for various groups and programs. Some are fundraisers for our building, and some raise funds for charitable organizations outside our district. For the 2022-23 school year, the following plans are in place:

<b>Funds Raised Through</b>	<b>Fund Use</b>	<b>Time of Year</b>
Recycle Printer Cartridge/Cell Phone	Playground Equipment (i.e., basketballs, sidewalk chalk, nets, etc.)	All-Year
Boxtops for Education/Various Label Redemptions	Playground Equipment (i.e., basketballs, sidewalk chalk, nets, etc.)	All-Year
Family Fresh Receipts	Playground Equipment (i.e., basketballs, sidewalk chalk, nets, etc.)	All Year
Hy Vee receipts	Playground Equipment (i.e., basketballs, sidewalk chalk, nets, etc.)	All Year
Clubs Choice Fundraising	Increase and replace book selections in homeroom teachers' classroom libraries	Oct. 17 - Nov. 1
Scholastic Book Fair	Media Center books	Spring
1st Day School Supplies	Positive Behavior Intervention Supports (PBIS)	Spring
Strawbridge Yearbooks	Angel Funds	Spring
Math-A-Thon	PBIS (T-shirts for all students)	Spring
Sticker Machine	Student Council	All Year



**TO:** Members of the School Board  
Bill Gronseth

**FROM:** Jon Graff

**DATE:** September 14, 2022

**RE:** Middle School Fundraising  
2022-2023

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The following are fundraisers occurring at Saint Peter Middle School in 2022-2023:

Band

Fruit Sales (Optional)

Oct/Dec.



**TO:** Members of the School Board  
Mr. Bill Gronseth

**FROM:** Annette Engeldinger

**DATE:** September 15, 2022

**RE:** High School Fundraising  
2022-2023

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Following are the 2022-2023 fundraisers, as well as any known timelines, for Saint Peter High School:

Band	Fruit Sales	Oct. - Dec.
	Kwik Trip card	Sept. - Dec.
Choir	Kwik Trip Car Wash	Nov.
	Kwik Trip Gas Cards	
FFA	Snack sticks sales	School year
	Farm Field (not a fundraiser, but a source of income)	
	FFA Week Farm2School Meal	Feb.
	Easter Egg Yard Hunts	Spring
	Fruit Sales	Spring
	Classic Car Roll-In (for memorial Scholarship)	Spring
	Greenhouse Produce/Plants	Spring
World Language	Chocolate/Food sales	Winter
	Online Coffee sales	Ongoing