



SAINT PETER SCHOOL BOARD
Regular Board Meeting
Monday, October 16, 2023
SPCC-Governor's Room, 600 S. 5th St., Saint Peter,
MN 56082
6:30 PM

I. Call Meeting to Order	
II. Pledge of Allegiance	
III. Consideration and Adoption of the Agenda	
IV. Consider Requests to Speak on the Agenda	
V. Approval of Consent Agenda Items	3
VI. Student Spotlight-Elliott Ruble, North Elementary	
1. Student Council Report	
VII. Action Items	
1. Consider Approval of Compulsory Attendance Report	25
2. Consider Approval of a Second/Final Reading of Revisions to the Policy Manual	30
3. Consider Policies with Legislative Requirements for Approval with One Reading	66
4. Consider Approval of Superintendent Goals for 2023-2024	73
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2. Fundraising Plan by Site for 2023-2024	80
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1. Building Principals	
2. Superintendent of Schools	
3. Board Members	
a. Around the Table	
X. Upcoming Meetings of the School Board HR Committee	
Wednesday, October 18, 2023	
4:00 PM	
SMPS-Conference Room A/B	
Policy Committee	
Wednesday, October 25, 2023	
4:00 PM	
DO	
HR Committee	
Monday, October 30, 2023	

4:00 PM
SPMS-Conference Room A/B

Business Committee Meeting
Wednesday, November 8, 2023
4:00 PM
DO

Education Committee
Friday, November 10, 2023
8:00 AM
DO
HR Committee
Thursday, November 16, 2023
4:00 PM
SPMS-Conference Room A/B

Regular Board Meeting
Monday, November 20, 2023
6:30 PM
SPCC-Governor's Room
XI. **Adjournment**



ADDENDUM

REGULAR BOARD MEETING Monday, October 16, 2023 SPCC-Governor's Room 6:30PM

V. CONSENT AGENDA

1. Approval of the Regular Board Meeting minutes of September 18, 2023.
2. Approval of the Study Session minutes of October 2, 2023.
3. Approval of Bills (\$1,875,282.64) and Wire Transfers (\$2,946,636.67) for September 2023.
4. Donations
 - a. The approval of a \$2,000 donation from the Saint Peter Masonic Lodge to purchase archery equipment for the Saint Peter High School Physical Education Department.
 - b. The approval of a \$2,000 donation from Saint Peter's Good Neighbor Diversity Council to support the Indigenous People's Day Walk event on October 9, 2023.
5. Personnel
 - a. The approval of the hiring of a Saints Overtime Assistant (Ainsley Thode) at Saint Peter Community & Family Education.
 - b. The approval of the hiring of an HR/Business Office Assistant (Amy Brown) at Saint Peter Public Schools.
 - c. The acceptance of the resignation of an ECSE Paraprofessional (Jaimi McClintock) effective September 12, 2023.
 - d. The approval of the hiring of an ECFE Teacher (Cynthia Nadeau) beginning September 18, 2023.
 - e. The approval of the hiring of a School Readiness Classroom Assistant (Aiyana Trujillo) beginning September 11, 2023.

- f. The approval of the hiring of an ECSE Paraprofessional (Sylvia Hernandez) beginning October 9, 2023.
- g. The approval of the hiring of a paraprofessional (Christine Joramo) at Saint Peter Middle School.
- h. The approval of the hiring of an ECSE paraprofessional (Nobras Sayidnour) at Saint Peter Early Childhood.
- i. The approval of the hiring of a health assistant (Melissa Mitchell) at Saint Peter High School beginning October 9, 2023.
- j. The acceptance of the resignation of a Saints Overtime Assistant (Skylar Price) effective November 3, 2023.
- k. The approval of the hiring of a cook/dishwasher (Eric Foster) at Saint Peter High School beginning October 16, 2023.
- l. The approval of a Saint Peter High School diploma for Joshua Reyes-Herrera who has met the established requirements.

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

The School Board
Saint Peter Public Schools

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

Members Absent: Drew Dixon & Ben Leonard

Principals: Annette Engeldinger, Darin Doherty, Doreen Oelke, Ytive Prafke & Jana Sykora

Administrative Team members: Megan Gracia, Sharon Petersen & Ayan Musse

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, September 18, 2023, beginning at 6:30 PM in the SPCC-Governor's Room.

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

- II. Pledge of Allegiance**

- III. Consideration and Adoption of the Agenda** (Kautt/Lokensgard, unanimous)

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

- V. Approval of Consent Agenda Items** (Lokensgard/Martens, unanimous)
 - 1. Approval of the Regular Board Meeting minutes of August 21, 2023.
 - 2. Approval of Bills (\$1,620,639.37) and Wire Transfers (\$4,146,733.87) for August 2023.
 - 3. MoUs, Agreements & Contracts
 - a. The approval of a lease with Leo A. Hoffmann Center to rent gym and classroom space for the 2023-2024 school year.
 - 4. Personnel
 - a. The approval of the hiring of a special education paraprofessional (De'Vonte Bradley) at Saint Peter Middle School for the 2023-2024 school year.
 - b. The approval of the hiring of a special education & traffic support paraprofessional (Mollie Johnson) at South Elementary for the 2023-2024 school year.

- c. The acceptance of the resignation of a food service employee (Taleah Roesch) effective June 1, 2023.
- d. The acceptance of the resignation of a Saints Overtime Assistant (Leah Nelson) effective May 31, 2023.
- e. The acceptance of the resignation of a Saints Overtime Assistant (Katie Allard) effective August 18, 2023.
- f. The acceptance of the resignation of a Saints Overtime Assistant (Krystaline Neary) effective August 18, 2023.
- g. The approval of the continued employment for a number of Saints Overtime Assistants for the 2023-2024 school year.
- h. The acceptance of the resignation of a full-time custodian (Nicole Otero) at Saint Peter Middle School effective August 17, 2023.
- i. The approval of the hiring of a cook/dishwasher (Mary Thompson) at South Elementary for the 2023-2024 school year.
- j. The approval of the hiring of a special education & traffic support paraprofessional (Mallory Hartfiel) at South Elementary for the 2023-2024 school year.
- k. The approval of the transition from a level II to a level III office support position for Marlene Barfknecht at South Elementary. This is due to the elimination of an office support position and additional duties for Marlene.
- l. The approval of the hiring of a part-time housekeeper (Darius Howard) beginning August 29, 2023.
- m. The acceptance of the end of employment for two Summer IT Interns (Andrew Sorbo and Wesley Yang) in August.
- n. The acceptance of the resignation of a food service employee (Skyler Price) effective August 22, 2023.
- o. The acceptance of the resignation of a food service employee (Pamela Gersemehl) effective August 22, 2023.
- p. The acceptance of the resignation of a special education paraprofessional (De'Vonte Bradley) effective immediately.
- q. The acceptance of the resignation of a Saints Overtime Assistant (Eleanor Guanella) with Saint Peter Community & Family Education.
- r. The approval of an FMLA request for a special education paraprofessional (Roberta Zamma Gallarati) at South Elementary from August 30, 2023 through October 2, 2023.
- s. The approval of the hiring of a special education & traffic support paraprofessional (Aidan Sindelir) at South Elementary beginning September 18, 2023.
- t. The approval of the hiring of a long-term substitute teacher (Miranda Ankrum) at North Elementary from October 30, 2023 until January 19, 2024.
- u. The approval of the hiring of a cook/dishwasher (James Mealman) at Saint Peter Middle School beginning September 18, 2023.

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- v. The approval of the hiring of a cook/dishwasher (Sandra Lynch) at Saint Peter High School beginning September 15, 2023.
- w. The approval of the hiring of a mid-shift custodian (Adam Marsh) at South Elementary beginning October 2, 2023.
- x. The approval of a maternity leave request for a 6th grade science teacher (Megan Gebur). This leave will begin on or near December 1, 2023 and run through February 12, 2024.
- y. The approval of Fall Coaches and Advisors for the 2023-2024 school year.

VI. Student Spotlight

1. Student Council Report

Keira Dunn and Molly Leonard are co-presidents of SPHS Student Council this year and will both be representing SPHS students as Student Representatives to the School Board this year.

Student Council has been busy with Homecoming week planning. Today they did their first even for this celebrations-the "banner drop"- to announce Homecoming Candidates. Many more events are in the works for the next two weeks.

National Youth Voter Registration Day is tomorrow

Hispanic Heritage Month is being celebrated this month

7

VII. Action Items

- 1. Consider Approval of Student Representatives to the School Board for 2023-2024 (Kautt/Martens, unanimous)
- 2. Consider Certification of Preliminary 2023 Levy (Kautt/Lokensgard, unanimous)
- 3. Consider Approval of a Master Agreement with the Food Service Unit for 2023-2025 (Lokensgard/Kautt, unaimous)
- 4. Consider Second Reading of Revisions to the Policy Manual (Martens/Stuewe, unanimous)

VIII. Information Items

- 1. First Reading of Revisions to the Policy Manual-Superintendent Gronseth and Policy Committee members reviewed policy changes due to legislative action.

IX. Reports

1. Building Principals

This Friday, September 22nd is Professional Development day for District Staff
Free Breakfasts and Lunch are benfitting students, more meals than ever are being served.

Free & Reduced Lunch Applications-The district would still like families to complete these applications

September 27th is mid-term for the first quarter

Reminder that mid-term grades do not stay on your transcript but are an indicator of overall progress. You can check grades on infinite campus.

Bussing has seen changes this year, we have gone from the 2-tiered system prompted by Covid-19 to a one-tier. This was a bit of a rocky transition but communication has improved and things are much smoother.

2. Superintendent of Schools

Attendance is an critical component of learning, Superintendent Gronseth encouraged parents ensure their students are in attendance as much as possible. Covid-19 cases are rising in our district

Please be mindful of students moving about the community. Please watch for students walking, biking and boarding/un-boarding buses.

3. Board Members

a. Around the Table

Member Kautt-Welcome to Keira Dunn as the student representative, her input is valued.

The recent joint meeting with the city was encouraging

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

8

Policy Committee

Wednesday, September 27, 2023

4:00 PM

DO

Study Session

Monday, October 2, 2023

6:30 PM

SPMS-Media Center

Business Committee

Wednesday, October 11, 2023

4:00 PM

DO

Education Committee

Friday, October 13, 2023

8:00 AM

DO

Regular Board Meeting

Monday, October 16, 2023

6:30 PM

SPCC-Governor's Room

XI. **Adjournment**-7:15 PM (Stuewe/Martens, unanimous)

Dated: October 16, 2023

Kate Martens, Board Clerk

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

The School Board
Saint Peter Public Schools

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

Members Absent: Ben Leonard

Principals: Jon Graff, Darin Doherty

Administrative Team members: Megan Gracia, Sharon Petersen

Others present: Superintendent Bill Gronseth, Administrative Assistant Sarah Janovsky, ICS Presenters and members of the public

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A Study Session of the School Board of Saint Peter Public Schools was held Monday, October 2, 2023, beginning at 6:30 PM in the Saint Peter Middle School-Media Center.

I. Call Meeting to Order-6:30, Dixon

II. Adoption of the Agenda (Kautt/Stuewe, unanimous)

III. Middle School HVAC & Academic Space Updates-

Saint Peter Middle School has experienced ongoing HVAC issues over the past several years resulting in uneven heating and air circulation.

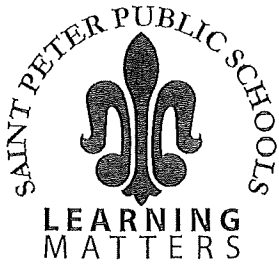
ICS has reviewed the middle schools mechanical systems and recommends replacing the 1958 steam system with a hot water system. This is a major project which entails making changes in every room in the building. While work is being done to the building, other needs are being considered. ICS provided suggestions to meet some of the other needs of instructional and common areas.

The project scope will be further defined and brought back to the school board for an additional study session of the school board in November.

Adjournment-8:16 PM (Stuewe/Lokensgard, unanimous)

Dated: October 16, 2023

Kate Martens, Board Clerk



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

Date: 10/10/2023
To: Dr. Bill Gronseth - Superintendent
From: Bee Ong - Finance Accountant
Re: **Monthly Board Bills, Payroll & Student Activity Amounts:**

10

September 2023 - Board Bills	\$832,837.46
September 2023 - Payroll	\$1,018,550.52
September 2023 - Student Activity	\$23,894.66
	<hr/> <hr/>
	\$1,875,282.64

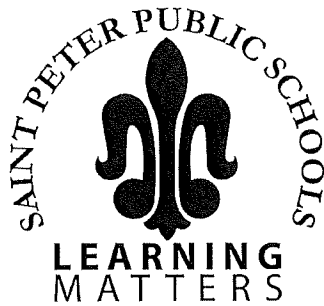
St. Peter Public Schools
Wire Transfer Report

Sep-23

MSDLAF to USBank

(Feb/Aug bond pymt)

MSDLAF to FNB Payroll	9/14/2023	525,000.00
MSDLAF to FNB Payroll	9/28/2023	550,000.00
MSDLAF to FNB BO	9/14/2023	150,000.00
MSDLAF to FNB BO	9/20/2023	300,000.00
MSDLAF to FNB BO	9/20/2023	300,000.00
MSDLAF to CCF	9/6/2023	200,000.00
FNB-BO to BCBS - medicare health	9/21/23	15,932.00
FNB BO to VISA	Sept	23,822.44
Wire of federal payroll taxes	9/15/2023	162,756.50
Wire of federal payroll taxes	9/20/2023	98.04
Wire of federal payroll taxes	9/27/2023	12.49
Wire of federal payroll taxes	9/29/2023	161,851.27
Wire of state payroll taxes	9/1/2023	25,478.51
Wire of state payroll taxes	9/18/2023	27,545.07
PERA payments	9/7/2023	19,809.37
PERA payments	9/20/2023	89.71
PERA payments	9/21/2023	21,687.17
TRA payments	9/7/2023	90,752.05
TRA payments	9/21/2023	93,170.64
Horace Mann	9/5/2023	2,359.00
Horace Mann	9/18/2023	2,234.00
Ameriprise/NBSGroup Bill	9/5/2023	1,850.00
Ameriprise/NBSGroup Bill	9/18/2023	1,850.00
Colonial Life	9/11/2023	10,661.76
Pioneer - Dental direct debits	9/5/2023	4,895.46
Pioneer - Dental direct debits	9/11/2023	310.90
Pioneer - Dental direct debits	9/11/2023	3,427.73
Pioneer - Dental direct debits	9/18/2023	4,529.31
Pioneer - Dental direct debits	9/25/2023	3,078.87
CCF - BCBS debits	9/7/2023	75,810.65
CCF - BCBS debits	9/14/2023	37,438.78
CCF - BCBS debits	9/21/2023	52,895.44
CCF - BCBS debits	9/28/2023	38,283.40
Medsurity-FNB HSA/VEBA	Sept	39,006.11
Total Wires		2,946,636.67



MEMO TO: Mr. Bill Gronseth
School Board

FROM: Annette Engeldinger

DATE: September 26, 2023

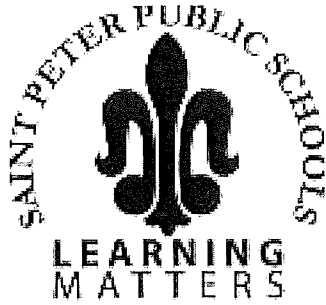
RE: Mason's donation

The Saint Peter Masonic Lodge has presented the high school with a donation of \$2,000. The intention of this donation is to help purchase archery equipment for the Saint Peter High School PE department. We thank the Masons for their generous donation!

12

I recommend the acceptance of this donation.

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



MEMO TO: Mr. Bill Gronseth
School Board

FROM: Ayan Musse

DATE: September 26, 2023

RE: Indigenous Peoples Day Walk

The St. Peter Good Neighbor Diversity Council has graciously contributed \$2,000 in support of NAPAC. This generous donation is dedicated to the Indigenous Peoples Day Walk event on October 9, 2023, specifically to cover expenses for drummers and provide food for all participants. We extend our heartfelt gratitude to the St. Peter Neighbor Diversity Council for their kind sponsorship!

13

I recommend the acceptance of this donation.

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

Ayan Musse amusse@stpeterschools.org



TO: Bill Gronseth, Superintendent,
School Board Members

FROM: Tami Skinner, Community & Family
Education Director

SUBJECT: Saints Overtime Staff

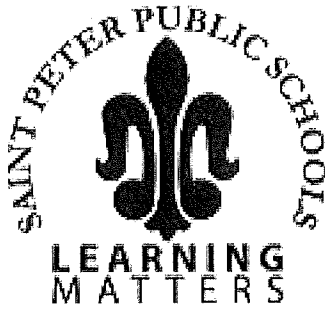
DATE: September 28, 2023

Interviews were conducted, and I am pleased to recommend hiring Ainsley Thode as a Saints Overtime Assistant. Her work experiences make her an excellent candidate. This is a replacement position.

14

EMPLOYEE SUMMARY

- **Ainsley Thode**
- Rate of pay - \$15.25/hr.
- Part-time hours submitted on a timesheet
- 2023-24 School Year



MEMO TO: Members of the School Board
Bill Gronseth

FROM: Megan Gracia

DATE: September 28th, 2023

SUBJECT: District Office Hire

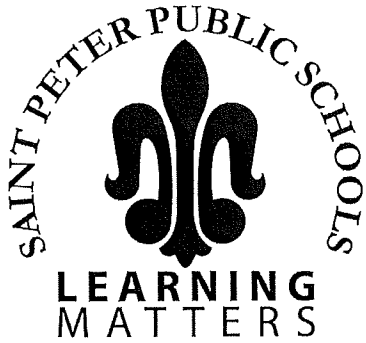
Applications were received and interviews took place for a Business/HR Administrative Assistant in the District Office. I am pleased to recommend Amy Brown for the position. This is a replacement position on the Office Support contract.

NEW EMPLOYEE SUMMARY

- Amy Brown
 - Business/HR Administrative Assistant
 - Level IV, Step 1
 - Rate - \$17.13 per hour, subject to retro pay after contract negotiations
 - Start Date: 10/5/2023

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Cc: Amy Brown
grp_hire_office



MEMO TO: Bill Gronseth
School Board

FROM: Ytive Prafke

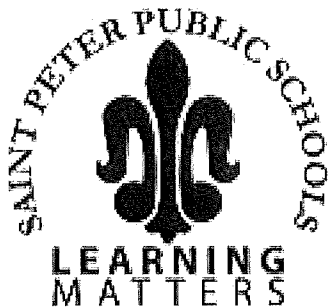
DATE: September 18, 2023

SUBJECT: ECSE Paraprofessional Resignation

I am writing to recommend that you accept the resignation of Jaimi McClintock from her position as an ECSE Paraprofessional as of September 12, 2023. We thank Jaimi for her work in our program and wish her the best.

16

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



MEMO TO: Members of the School Board
Superintendent Gronseth

FROM: Ytve Prafke

DATE: September 18, 2023

SUBJECT: ECFE Teacher

I am pleased to recommend Cynthia Nadeau for the position of ECFE teacher beginning in the 2023-2024 school year. Cindy has a BS degree in Education from Gustavus Adolphus College and 30 years of teaching experience.

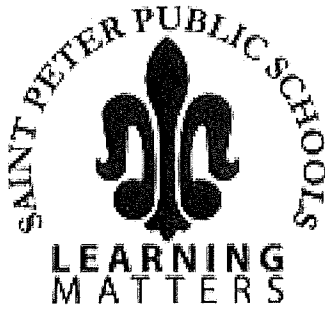
17

NEW EMPLOYEE SUMMARY

- **Cynthia Nadeau**
 - BS Step 11 (\$42.99 per hour with an update after contract settlement)
 - Modified teaching contract for School Readiness/ECFE Teachers
 - Timesheets will be submitted for teaching time
 - Start Date: September 18, 2023

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

CC: Cindy Nadeau
grp_hire_certified



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Ytive Prafke, EC Administrator

DATE: September 11, 2023

SUBJECT: Recommendation to
Hire-School Readiness
Classroom Assistant

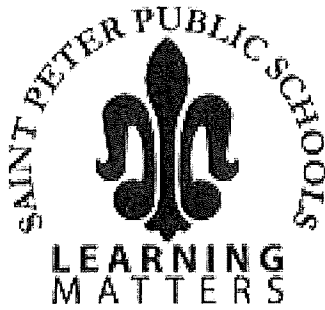
Please consider the following recommendation:

18

NEW EMPLOYEE SUMMARY

- **Aiyana Trujillo**
 - \$15.25 per hour
 - 6.5 hours per day-4 days per week
 - Start date: September 11, 2023
 - Replacement Position
 - Aiyana will fill out a timesheet for her hours
 - This position falls under the School Readiness program and is not part of the Paraprofessional Educators Agreement.

CC: Aiyana Trujillo
grp_hire_para



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Ytive Prafke, EC Administrator

DATE: September 29, 2023

SUBJECT: Recommendation to Hire-
ECSE Paraprofessional

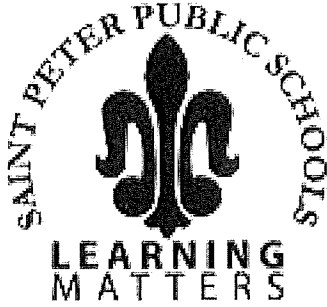
Please consider the following recommendation:

NEW EMPLOYEE SUMMARY

19

- **Sylvia Hernandez**
 - \$15.25 per hour
 - 5.75 hours per day-4 days per week in EC
 - Sylvia will be providing support in the Middle School Monday-Thursday from 2:15-3:30 and Fridays 8:00-3:30
 - Sylvia will fill out separate timesheets for her hours per site
 - Start date: October 9, 2023
 - Replacement Position

CC: Sylvia Hernandez
grp_hire_para



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Jon Graff

DATE: October 3, 2023

SUBJECT: Para Hire

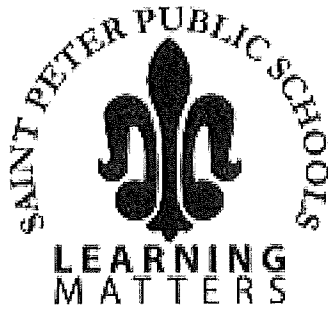
Applications were received and interviews took place for a paraprofessional position at Saint Peter Middle School. I am pleased to recommend Christie Joramo for the position.

EMPLOYEE SUMMARY

- **Christie Joramo**
 - Step 1 at a rate of \$15.25/hour.
 - 6.75 hours/student contact day
 - Start Date: ASAP after employment paperwork is complete

20

CC: Christie Joramo (Cwgrl90@gmail.com)
grp_hire_para



MEMO TO: Mr. Gronseth
School Board

FROM: Annette Engeldinger

DATE: October 6, 2023

SUBJECT: Health Assistant Hire

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

I am pleased to recommend Melissa Mitchell.

21

NEW EMPLOYEE SUMMARY

- **Melissa Mitchell**
 - 1.0 Health Assistant/\$17.05 per hour
 - Student Contact Days only
 - Start date: October 9, 2023



MEMO TO: Bill Gronseth, Superintendent
School Board Members

FROM: Tami Skinner

DATE: October 11, 2023

SUBJECT: Saints Overtime Assistant
Resignation

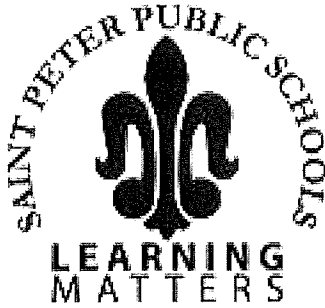
Please accept the resignation of Skylar Price as a Saints Overtime Assistant. Her last day of employment is November 3, 2023.

22

Ms. Price has done a great job working with the children at Saints Overtime and will be missed by students, staff, and parents. We wish her the very best in her future endeavors.

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

Cc: Skylar Price



MEMO TO: Members of the School Board
Bill Gronseth

FROM: Emily Craig

DATE: Oct. 16th, 2023

SUBJECT: Food Service Hire

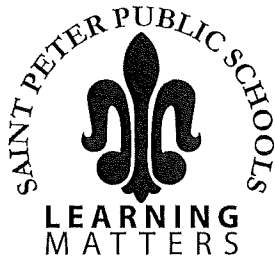
I am pleased to recommend Eric Foster for the position of Cook/Dishwasher St. Peter High School in the Food Service Department.

NEW EMPLOYEE SUMMARY

23

- **Eric Foster**
 - St. Peter Highschool
 - Lane-Unassigned
 - 2023-2024 Rate-\$16.48 per hour
 - Sylvia Perron will be filling out a timesheet for her hours
 - Start Date:10/16/2023

Cc: Eric Foster



TO: Mr. Gronseth
Members of the School Board

CC: Mr. Warden, Adult Basic Ed. Coordinator LSH Schools
Mrs. Skinner, Community Ed. Director, St. Peter Schools

FROM: Jana Sykora

DATE: Sept. 20, 2023

RE: Joshua Reyes-Herrera, graduate

I am requesting that the board of education award a Saint Peter High School diploma to Joshua Reyes-Herrera.

Upon review of his course credits and transcripts, it has been determined that Joshua meets the established requirements through coursework with the Adult Basic Education Program.

24

cc: Sandy Clementson



ADDENDUM

REGULAR BOARD MEETING October 16, 2023 SPCC-Governor's Room 6:30PM

VII. ACTION ITEMS

1. AGENDA ITEM #1

Subject: Consider Approval of Compulsory Attendance Report

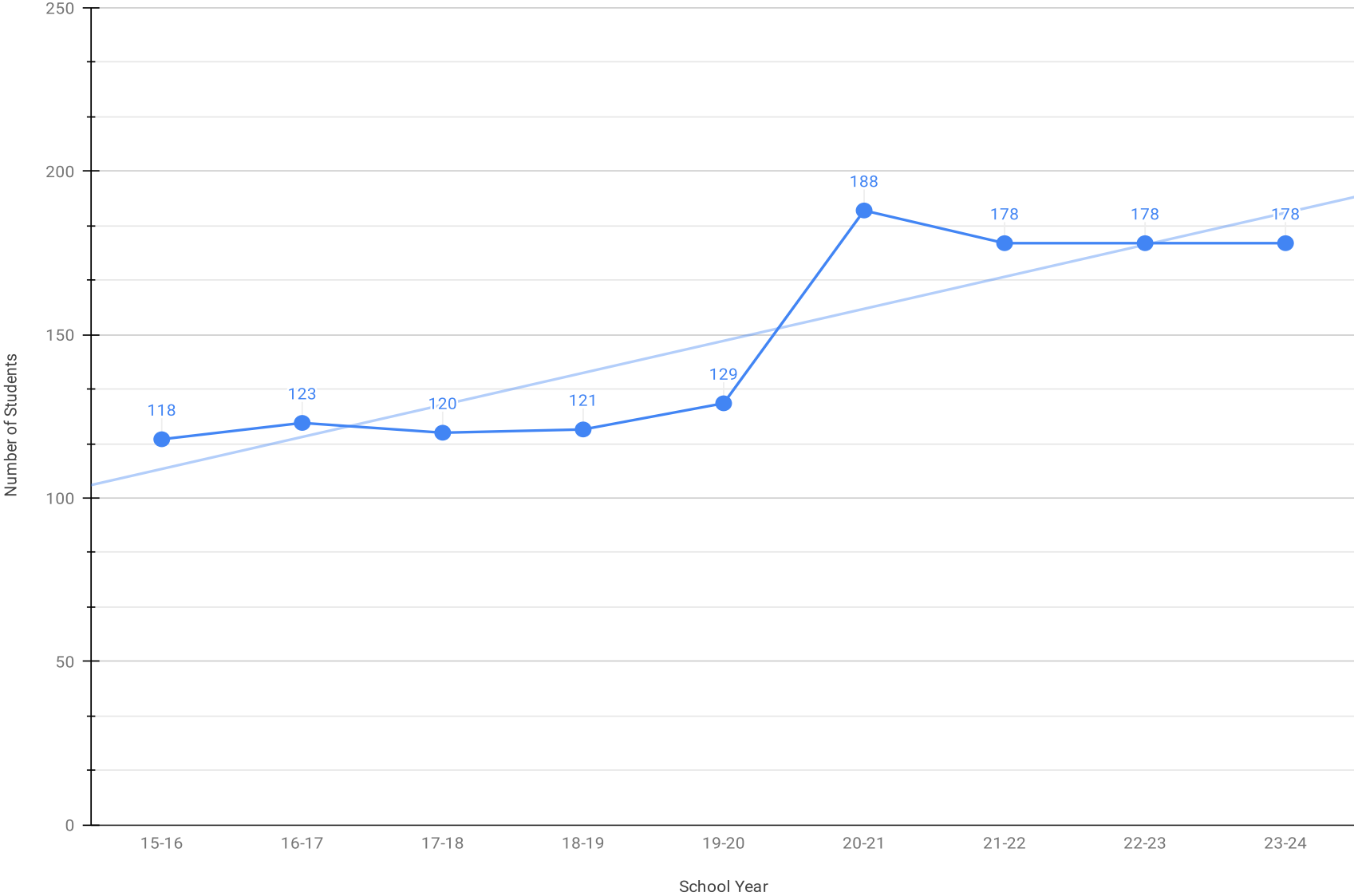
Action: Requires a Motion

Background: The Compulsory Attendance Report is presented on an annual basis. The report indicates the number of students in our district who are homeschooled or who attend a parochial school. A ten-year history of the report is included in your packet.

Presentation: Superintendent of Schools

Recommendation: I recommend approval of the report.

10 Year Trend of Resident Students Attending Unaccredited/Home Schools



	6yrs -K	7yrs -1st	8yrs-2nd	9yrs-3rd	10yrs-4th	11yrs-5th	12yrs-6th	13yrs-7th	14yrs-8th	15yrs-9th	16yrs-10th	17yrs-11th	18yrs-12th	TOTAL
Home School														
14-15			1	2	1	2	1				2	1		10
15-16	1	1	1	3	1	1	2	2				2	1	15
16-17		1	1	1	3		1	1	2				2	12
17-18		1	2	1	2	3		1	2	1				13
18-19		1				1		1	2	1		1	1	8
19-20		1	2	2	1	1		3	2	3	3		1	17
20-21	1	4	5	4	1	4	1	3	3	2	6	1		35
21-22	2	1	6	2		3	2	2	2	2	3	2		27
22-23	1	4	1	4	2	2	2		2	2	2	3	1	26
23-24	1	1	3	1	3	2	2	2	3	2	2	5	1	28
John Ireland														
14-15	9	7	10	8	8	4	17							63
15-16	5	9	9	7	8	9	4							51
16-17	7	5	9	9	8	7	7							52
17-18	9	5	5	8	10	8	5							50
18-19	6	8	6	5	8	9	6							48
19-20	10	5	8	5	5	8	7							48
20-21	11	12	8	9	6	6	9							61
21-22	15	8	15	6	11	5	5							65
22-23	6	16	6	14	6	9	11		4					72
23-24	12	5	16	12	13	4	7	4	0	0	0	0	0	73
Imm. Lutheran Mankato														
14-15													2	2
15-16	1					1								2
16-17		1					1							2
17-18		1	1					1						3
18-19			1	1					1					3
19-20				1	1					2				4
20-21					1	1					2			4
21-22												1		1
22-23													2	2
23-24	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MN Valley Lutheran														
14-15											2	1	1	4
15-16										1		1	1	3
16-17										2				2
17-18											2			2
18-19										1		3	1	5
19-20										2			2	4
20-21										3	2	1		6
21-22										4	3	1	1	9

	6yrs -K	7yrs -1st	8yrs-2nd	9yrs-3rd	10yrs-4th	11yrs-5th	12yrs-6th	13yrs-7th	14yrs-8th	15yrs-9th	16yrs-10th	17yrs-11th	18yrs-12th	TOTAL
22-23										2	4	3	1	10
23-24	0	0	0	0	0	0	0	0	0	1	2	4	3	10
Loyola Catholic Schools														
14-15									1	2	2	1	1	7
15-16		1	1							1	2	1	1	7
16-17			1	1							1	2	1	6
17-18					1				1		1		2	5
18-19		1	1							1		1	1	5
19-20													1	1
20-21	1	1				1		1	2	1		1		8
21-22	2	1		1			1			3		2	1	11
22-23	1	3	1	1				1			3		2	12
23-24	3	1	3	0	1	0	0	0	0	0	0	3	1	12
St Peter Lutheran														
14-15	3	5	7	4	5	2	3	4	2					32
15-16	4	3	5	10	4	5	2	1	3					33
16-17	10	4	6	5	10	4	5	2	2					38
17-18	4	11	4	3	4	6	4	4	2					38
18-19	7	4	11	4	5	3	6	4	5					42
19-20	7	7	4	9	4	5	6	5	4					44
20-21	16	7	9	5	8	5	6	9	5					70
21-22	8	10	5	7	7	6	3	9	8					63
22-23	7	7	9	4	5	7	6	3	6					54
23-24	5	7	6	11	4	4	8	7	2	0	0	0	0	54
Trinity Lutheran - Nicollet														
14-15	1	1	1	1										3
15-16		1		1	1	1								4
16-17			1		1	1		1						4
17-18	1			1		1	1	1						4
18-19		1			1		1							3
19-20			1			1								2
20-21	2	1		1										4
21-22		1			1									2
22-23			1			1								2
23-24	0	0	0	1	0	0	0	0	0	0	0	0	0	1
10 YEAR TOTALS														
14-15	14	15	22	16	15	8	21	5	3	3	6	4	4	136
15-16	11	15	16	21	14	17	8	2	3	2	2	4	3	118
16-17	17	18	12	13	17	18	10	7	5	1	3	0	2	123
17-18	14	18	12	13	17	18	10	7	5	1	3		2	120
18-19	13	15	19	10	14	13	13	5	8	3		5	3	121
19-20	17	13	15	17	11	15	13	8	6	7	3		4	129

	6yrs -K	7yrs -1st	8yrs-2nd	9yrs-3rd	10yrs-4th	11yrs-5th	12yrs-6th	13yrs-7th	14yrs-8th	15yrs-9th	16yrs-10th	17yrs-11th	18yrs-12th	TOTAL
20-21	31	25	22	19	16	17	16	13	10	6	10	3	0	188
21-22	27	21	26	16	19	14	11	11	10	9	6	6	2	178
22-23	15	30	18	23	13	19	19	4	12	4	9	6	6	178
23-24	21	14	28	25	21	10	17	13	5	3	4	12	5	178



ADDENDUM

REGULAR BOARD MEETING Monday, October 16, 2023 SPCC-Governor's Room 6:30PM

VII. ACTION ITEMS

2. AGENDA ITEM #2

Subject: Consider Second/Final 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:

Policy 506 Student Discipline
Policy 601 School District Curriculum and Instructional Goals
Policy 604 Instructional Curriculum

Presentation: Superintendent Gronseth, Policy Committee

Options/Recommendation: I recommend approving these policies revisions.

506 STUDENT DISCIPLINE

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

III. DEFINITIONS

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

and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

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

IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
 - 1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
 - 2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
 - 3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

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

- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to ~~correct or~~ restrain a student ~~to~~ prevent imminent bodily harm or death to the student or another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to ~~correct or~~ restrain a student ~~to~~ prevent imminent bodily harm or death to the student or another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student ~~to~~ prevent bodily harm or death to the student or another.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the academic progress, behavior, and attendance of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE

Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

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

VI. STUDENT RIGHTS

All students have the right:

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

VII. STUDENT RESPONSIBILITIES

All students, as appropriate for their grade level and individual programs, have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;

- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others. (Section IV. Student Rights)

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
 - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 - 2. The use of socially offensive language, or the possession of obscene materials;
 - 3. Gambling, including, but not limited to, playing a game of chance for monetary stakes;
 - 4. Violation of the school district's Hazing Prohibition Policy;
 - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
 - 6. (Violation of the school district's Student Attendance Policy)
 - 7. Opposition to authority using physical force or violence;
 - 8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
 - 9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
 - 10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
 - 11. Using, possessing, or distributing items or articles that are illegal or harmful to

- persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
 13. Violation of the school district's Weapons Policy;
 14. Violation of the school district's Violence Prevention Policy;
 15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
 16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
 17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
 18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
 19. Violation of any local, state, or federal law as appropriate;
 20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
 21. Violation of the school district's Internet Acceptable Use and Safety Policy;
 22. **Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy; ~~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.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
 - 1. a student causes or is likely to cause serious physical harm to other students or staff;
 - 2. the student's parent or guardian specifically consents to the use of recess detention; or
 - 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

VII X. DISCIPLINARY ACTION OPTIONS

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

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

VIII XI. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a

period of time not to exceed five (5) days, pursuant to this discipline policy.

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

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

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

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

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

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

1. A student will be removed from class only upon agreement of the appropriate teacher and Principal or Principal's designee resulting in an informal conference with the student. The decision to remove a student will ultimately be the responsibility of the Principal or Principal's designee. All attempts should be made to keep the student in class by redirecting, providing space, time, and positive reinforcement before seeking approval to remove the student.
2. Staff will attempt to follow the procedures above; however, a student can be removed without an informal conference if the student has or will create an immediate and substantial danger to himself/herself or to persons or property. The teacher will need to notify the office immediately for assistance or to let the office know the student has been removed.
3. The length of the removal is at the discretion of the principal or principal's designee after consultation with the teacher, subject to the provisions of Minn. Pupil Fair Dismissal Act.
4. All classroom removals are documented within each school. Major infractions will be documented in Infinite Campus.

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

1. Each building will have designated spaces for students to go to when removed from class. Upon approval from Principal or Principal's designee, the teacher will direct the student to the appropriate space.

2. The teacher will notify the appropriate support staff or principal if the student is on the way.
 3. The teacher will seek assistance from support staff or principal if the student needs to be supervised.
 4. Students will be directed to the appropriate space for a conference with support staff, principal or principal's designee.
 5. A student removed from class is the responsibility of the principal or principal's designee.
- E. Procedures for Return of a Student to a Class from Which the Student Was Removed.**
1. The principal or principal's designee will use PBIS strategies and restorative approaches to develop a readmission plan in addition to completing the necessary disciplinary consequences and appropriate documentation.
 2. The principal or principal's designee readmits the student pursuant to the readmission plan.
- F. Procedures for Notification.**
1. The principal or designee will determine the need for and method of notification to parent or guardian.
 2. The principal or principal's designee will work with the teacher to notify the student of the violation of the discipline rules, resulting disciplinary action, and readmission plan.
- G. Students with an Individual Education Plan (IEP)**
1. The principal or principal's designee will determine whether the student's removal from class requires a meeting to review the adequacy of the student's current IEP or whether there is need for further assessment. The principal or principal's designee is encouraged to consult with the superintendent and/or director of special education.
 2. The principal or principal's designee will notify the case manager of the removal from class, reason(s) for removal, and determine if there is a need for any IEP services or a need for an IEP meeting to be scheduled.
- H. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.**
1. Principal or principal's designee will notify support services personnel of any chemical abuse problems. Administration is encouraged to work with the school health staff throughout the process.
 2. Teachers with concerns of student(s) chemical abuse will notify principal, principal's designee or support services personnel of their concerns pursuant to Minnesota Statutes section 121A.29.
 - a. Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes section 121A.26;
 - b. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota Statutes section 121A.29.
- I. Procedures for Immediate and Appropriate Interventions Tied to Violations of**

the Code of Student Conduct.

1. Principal or principal's designee will make the necessary arrangements with the appropriate staff for immediate interventions tied to the violation of the code of student conduct.
- J. **Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.**
1. The principal or designee will review the following:
 - a. Any procedures or services appropriate for encouraging early involvement of parents or guardians to improve the student's behavior;
 - b. Any procedures or services determined appropriate for encouraging early detection of behavioral problems should be discussed with the parent or guardians;
- K. **Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.**
1. Whether the student may need to be referred to the MTSS team for further interventions ties to increasing positive behaviors;
 2. The appropriateness of referring the student to the chemical abuse pre assessment team;
 3. The appropriateness of studying the student's behavior through a functional behavioral assessment.

IX XII. DISMISSAL

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

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

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

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
1. Willful violation of any reasonable school board regulation, including those found in this policy;
 2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
 3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.
- C. **Disciplinary Dismissals Prohibited**

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - b. kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2.
If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to

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

4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes section 120B.02, although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - b. petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.
8. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.

10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is

available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the

action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

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

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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

XV. STUDENT DISCIPLINE RECORDS

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

XVI. STUDENTS WITH DISABILITIES

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

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's

conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (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.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

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

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

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

XIX. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XX. REVIEW OF POLICY

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

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:

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

Policy 610 (Field Trips)
Policy 709 (Student Transportation Safety Policy)
Policy 711 (Video Recording on School Buses)
Policy 712 (Video Surveillance Other Than on Buses)

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

~~[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]~~

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

~~III. DEFINITIONS~~ III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities.
- E. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- F. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- G. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- H. "Institutional racism" means structures, policies, and practices within and across

institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

I. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

J. “Performance measures” are measures to determine school district and school site progress in striving to create the world’s best workforce and must include at least the following:

1. the size of the academic achievement gap; rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;

2. student performance on the Minnesota Comprehensive Assessments;

3. high school graduation rates; and

4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.

K. “World’s best workforce” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

[Note: Definitions B, D, F, and H are added to Minnesota Statutes 120B.11—the World’s Best Workforce law—effective August 1, 2023. The definitions apply to revisions to the World’s Best Workforce law regarding strategic plans; these revisions are effective “for all strategic plans reviewed and updated after June 30, 2024.

Because school districts may choose to implement the new definitions and the strategic plan revisions before June 30, 2024, MSBA includes the new definitions and revisions in Articles III and IV. A school district could choose to wait to adopt the new definitions and revisions with the understanding that they will be effective for all strategic plans reviewed and updated after June 30, 2024.]

~~A. “Academic standard” means a summary description of student learning in a required content area or elective content area.~~

~~B. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.~~

~~C. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.~~

~~D. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.~~

E. ~~“Performance measures” are measures to determine school district and school site progress in striving to create the world’s best workforce and must include at least the following:~~

- ~~1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;~~
- ~~2. student performance on the Minnesota Comprehensive Assessments;~~
- ~~3. high school graduation rates; and~~
- ~~4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.~~

F. ~~“World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.~~

G. ~~“Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.~~

IV. LONG-TERM STRATEGIC PLAN

A. The school board, at a public meeting, ~~shall~~**must** adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in **Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2). state and federal law;**

[Note: ~~MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]~~

- 2.

[Note: ~~Policy MSBA/MASA Model Policy 618 addresses this requirement.]~~

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students’ access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;

[Note: ~~Policy MSBA/MASA Model Policy 616 addresses this requirement.]~~

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

[Note: ~~MSBA/MASA Model Policy~~ 616 addresses this requirement.]

5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that
 - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
 - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
 - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and
7. an annual budget for continuing to implement the school district plan; and
8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.

~~B. School district site and school site goals shall include the following:~~

- ~~1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:~~

~~***[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]***~~

- ~~a. reading, writing, speaking, listening, and viewing in the English language;~~
- ~~b. mathematical and scientific concepts;~~
- ~~c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);~~
- ~~d. creative and critical thinking, decision making, and study skills;~~

- e. ~~work readiness skills;~~
 - f. ~~global and cultural understanding.~~
2. ~~Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:~~
- a. ~~live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;~~
 - b. ~~bring many perspectives, including historical, to contemporary issues;~~
 - c. ~~develop an appreciation and respect for democratic institutions;~~
 - d. ~~communicate and relate effectively in languages and with cultures other than the student's own;~~
 - e. ~~practice stewardship of the land, natural resources, and environment;~~
 - f. ~~use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.~~
3. ~~Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.~~
4. ~~School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:~~
- a. ~~establishing and achieving personal and career goals;~~
 - b. ~~adapting to change;~~
 - c. ~~leading a healthy and fulfilling life, both physically and mentally;~~
 - d. ~~living a life that will contribute to the well-being of society;~~
 - e. ~~becoming a self-directed learner;~~
 - f. ~~exercising ethical behavior.~~
5. ~~Students will be given the opportunity to acquire human relations skills necessary to:~~
- a. ~~appreciate, understand, and accept human diversity and interdependence;~~
 - b. ~~address human problems through team effort;~~
 - c. ~~resolve conflicts with and among others;~~
 - d. ~~function constructively within a family unit;~~
 - e. ~~promote a multicultural, gender-fair, disability-sensitive society.~~

~~**[Note: School district and site goals example courtesy of the Winona School District.]**~~

- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy XXX (Reading and the Read Act)

~~Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.~~

- ~~1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~
- ~~2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~

~~**[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]**~~

- ~~3. 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. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.~~
- ~~4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph~~
 - ~~a. the report must include:~~
 - ~~i. a summary of the district's efforts to screen for dyslexia;~~
 - ~~ii. the number of students screened for that reporting year; and~~
 - ~~iii. the number of students demonstrating characteristics of dyslexia for that year.~~
- ~~5. A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.~~

- ~~6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:~~
- ~~a. the student's reading proficiency as measured by a locally adopted assessment;~~
 - ~~b. reading-related services currently being provided to the student and the student's progress; and~~
 - ~~c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.~~

~~This provision may not be used to deny a student's right to a special education evaluation.~~

- ~~7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.~~

~~**[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 8.]**~~

~~8. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.~~

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
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 613 (Graduation Requirements)
~~MSBA/MASA Model~~ Policy 614 (School District Testing Plan and Procedure)
~~MSBA/MASA Model~~ Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
~~MSBA/MASA Model~~ Policy 616 (School District System Accountability)
~~MSBA/MASA Model~~ Policy 618 (Assessment of Student Achievement)

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. ~~Language arts and~~ basic communication skills including reading and writing, literature, and fine arts;
2. ~~M~~ mathematics and science;
3. ~~S~~ social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. ~~H~~ health and physical education;
5. The arts;
6. Career and technical education; and
7. World languages.

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

C. ~~Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.~~

The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.

E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.

F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.

G. The school district or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

A. The following subject areas are required for statewide accountability:

1. language arts;

2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;

3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;

4. social studies, including history, geography, economics, and government and citizenship that includes civics;

5. physical education;

6. health, for which locally developed academic standards apply; and

7. the arts.

B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

IV. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district’s discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. “Psychomotor skills” means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

VI. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students’ plans must:
 - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
 - 2. emphasize academic rigor and high expectations and inform the student, and the student’s parent or guardian if the student is a minor, of the student’s achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 - 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 - 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 - 5. help students access education and career options;
 - 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused

courses and applied and experiential learning opportunities into strong academic content;

7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.
- ~~G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade.~~
- ~~1. In the school district's discretion, training and instruction may result in CPR certification.~~

2. ~~CPR and AED instruction must include CPR and AED training that have been developed:

 - a. ~~by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or~~
 - b. ~~using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.~~~~
 3. ~~The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.~~
 4. ~~A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.~~
- H. ~~The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:~~
1. ~~provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;~~
 2. ~~emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;~~
 3. ~~help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;~~
 4. ~~set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;~~
 5. ~~help students access education and career options;~~
 6. ~~integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;~~
 7. ~~help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;~~
 8. ~~help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied~~

and experiential learning opportunities; and

9. ~~be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.~~

~~The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.~~

~~Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.~~

~~When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.~~

~~If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.~~

[Note: Minn. Stat. § 120B.125 requires school districts to provide the services set forth in Section II.H. beginning in the 2013-2014 school year.]

- I. ~~A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.~~

1. ~~"Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.~~

2. ~~A school or district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.~~

3. ~~A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.~~

4. ~~Schools and districts may administer civics test questions as part of the social studies curriculum.~~

~~5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.~~

~~6. The school district cannot charge a fee related to this requirement.~~

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: Policy 603 (Curriculum Development)
Policy 605 (Alternative Programs)



ADDENDUM

REGULAR BOARD MEETING Monday, October 16, 2023 SPCC-Governor's Room 6:30PM

VII. ACTION ITEMS

3. AGENDA ITEM #3

Subject: Consider Policies with Legislative Requirements for Approval with One Reading

Action: Requires a Motion

Background: The following policies were reviewed by the Policy Committee and brought forward for a single reading. Policies being adopted due to statutory changes can be adopted in one reading.

618 Assessment of Student Achievement

Presentation: Superintendent of Schools
Policy Committee

Options/Recommendation: I recommend approving these policies.

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

~~A. "Above-grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

A. "Academic standard" means a summary description of student learning in a required content area or elective content area.

~~"Below-grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

~~"Computer-adaptive assessments" means fully adaptive assessments.~~

D. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.

E. "Elective standards" means a locally adopted expectation for student learning in career

and technical education and world languages.

- F. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- J. ~~"Fully adaptive assessments" include on-grade level test items and items that may be above or below a student's grade level. [Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]~~
- K. ~~"On-grade level" test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.~~
- GL. "Required standard" means (1) a statewide adopted expectation for student learning in the content areas of ~~English~~ language arts, mathematics, science, social studies, physical education, and the arts, ~~and/or~~ (2) a locally adopted expectation for student learning in health ~~or the arts~~.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The ~~[school board/superintendent/director of instruction]~~ shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:

- a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
 4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
 5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
 6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and

- f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

VI. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
 1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for

postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

- C. All students, except those eligible for alternative assessments, will be encouraged to participate in a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have 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 need for postsecondary remediation.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
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.31 (System Accountability and Statistical Adjustments)
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 3501.3520 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (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: Model Policy 104 (School District Mission Statement)

Model Policy 601 (School District Curriculum and Instruction Goals)
Model Policy 613 (Graduation Requirements)
Model Policy 614 (School District Testing Plan and Procedure)
Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Model Policy 616 (School District System Accountability)



ADDENDUM

REGULAR BOARD MEETING Monday, October 16, 2023 SPCC-Governor's Room 6:30PM

VII. ACTION ITEMS

4. AGENDA ITEM #4

Subject: Consider Approval of Superintendent Goals for 2023-2024

Action: Requires a Motion

Background: The superintendent goals for the year were developed by Chair Potts and Superintendent Gronseth with input from the School Board. These goal areas will be included in the components to be used during the 2023-24 superintendent evaluation process.

Presentation: Superintendent of Schools

Options/Recommendation: I recommend approving the 2023-24 Superintendent Goals.



Superintendent Goals 2023-2024

1. Complete the action steps outlined in the strategic plan.
 - a. Provide documentation of completed action steps
2. Enrollment growth
 - a. Enhance enrollment campaign to include social media, online, and printed marketing materials.
3. Implementation of Legislative Actions
 - a. Implement applicable legislative changes following required timelines
 - b. Develop an effective communication system for all stakeholders regarding changes to policies and procedures.
4. Buildings and Operations
 - a. Develop a plan to address the HVAC and other needs of the Middle School
 - b. Provide the School Board with information needed to make informed decisions regarding facilities



ADDENDUM

REGULAR BOARD MEETING October 16, 2023 SPCC-Governor's Room 6:30PM

VII. ACTION ITEMS

5. AGENDA ITEM #5

Subject: Consider Approval of a Resolution Supporting the District's Application for a Grant from the Minnesota State High School League (MSHSL) Foundation

Action: Requires a Resolution

Background: The Minnesota State High School League Foundation awards grants to school districts to help in lowering the cost for students whose family income may be limited to participate in athletic and fine arts programs. The application has been submitted but will not be finalized until a formal resolution is adopted by the School Board.

Presentation: Superintendent of Schools

Options/Recommendation: I recommend you pass the resolution supporting the district's application to the MSHSL Foundation.

FORM A

RESOLUTION OF GOVERNING BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota’s high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of Saint Peter Public Schools recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of Saint Peter Public Schools supports the school’s application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.

10.16.2023

Date

Board Chair/Head of School

10.16.2023

Date

Board Clerk – Treasurer/ Finance Director

FORM A WORKSHEET

ASSISTING WITH FILLING OUT **FORM A** APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

This is for your assistance only and does not need to be submitted with the Application Form

STEP 1

List the number of free and reduced lunch students identified in the October 1, 2022 report submitted by your school to the Minnesota Department of Education. Enter these numbers on FORM A

Grade 9: 73
Grade 10: 74
Grade 11: 81
Grade 12: 75

TOTAL: 303

Enter these numbers on FORM A

STEP 2

Identify the **UNDUPLICATED** number of free or reduced lunch students who participated in your activities program during the 2022-2023 school year.

- Only count each student participant one time.
- This should be an unduplicated number. In other words, you should only count a student once regardless of the number of activities in which the student might participate. **The total unduplicated count below should not be more than the total number in Step 1.**

*Example: Sally Smith: Fall-volleyball; Winter-dance; Spring-golf.
Sally counts as one student regardless of the number of activities in which she participates.*

*Bill Johnson: Winter-wrestling.
Bill counts as one student and only participated in one activity.*

TOTAL UNDUPLICATED COUNT 93
of free/reduced lunch students

Enter this number on FORM A

STEP 3: NOT LATER THAN NOVEMBER 15, 2023

Complete the online Form A application at mshslfoundation.org

Contact your school administrator and have the MSHSL Foundation Form A Resolution approved by the Governing Board of your school.

Once approved, the Governing Board Chair and Governing Board Clerk/Treasurer shall sign the Resolution.

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Upload the PDF of the Resolution on the Form A application or email MSHSL Foundation Resolution to mshslfoundation@gmail.com.



ADDENDUM

REGULAR BOARD MEETING October 16, 2023 SPCC-Governor's Room 6:30PM

VIII. INFORMATION ITEMS

1. AGENDA ITEM #1

Subject: Report on Student Enrollment

Background: At tonight's meeting, you will be presented with the enrollment numbers and other enrollment data as of October 13, 2023. Enrollment numbers are important to monitor on an ongoing basis.

Presentation: Business Manager
Superintendent of Schools

2023-24 Saint Peter Schools Enrollment

Enrollment

Grade Level	Oct 2	Oct 9
ECSE	59	59
K	136	135
1	133	133
2	152	151
3	128	127
4	147	146
5	140	140
6	154	153
7	157	157
8	148	147
9	182	181
10	181	181
11	168	169
12	180	180
RB	24	23
Total	2032	2023

Adjusted Pupil Units (APU)

Grade Level			
ECSE	59	X .6	35.4
K	135	X 1	135
1	133	X 1	133
2	151	X 1	151
3	127	X 1	127
4	146	X 1	146
5	140	X 1	140
6	153	X 1	153
7	157	X 1.2	188.4
8	147	X 1.2	176.4
9	181	X 1.2	217.2
10	181	X 1.2	217.2
11	169	X 1.2	202.8
12	180	X 1.2	216
RB	23	X 1.2	27.6
Total	2032		2230.6



ADDENDUM

REGULAR BOARD MEETING Monday, October 16, 2023 SPCC-Governor's Room 6:30PM

VIII. INFORMATION ITEMS

2. AGENDA ITEM #2

Subject: Fundraising Plans by Site for 2023-2024

Background: School Board Policy 511—Student Fundraising requires that the superintendent shares annual fundraising plans with the School Board and the public. Attached are the approved fundraising plans for the 2023-2024 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: October 9, 2023

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, STAR Pride/Saints Clothing Sales	Parent Council
South Read-a-thon	PBIS Team for Star Pride T-shirts, Staff & student appreciation
Family Fresh & HyVee Receipt Redemption Program	South Activity Account



MEMO TO: Mr. Bill Gronseth
FROM: Darin Doherty
DATE: September 21, 2023
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 2023-24 school year, the following plans are in place:

Funds Raised Through	Fund Use	Time of Year
Recycle Printer Cartridges/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
Hy Vee receipts	Playground Equipment (i.e., basketballs, sidewalk chalk, nets, etc.)	All Year
Clubs Choice Fundraising	Increased engagement opportunities for under-represented students. (accessiblie social, emotional, academic, and physical resources)	Oct. 17 - Nov. 1
Cool School - Polar Plunge	Build more accessible playground equipment	Winter
Scholastic Book Fair	Media Center books	Spring
1st Day School Supplies	Positive Behavior Intervention Support (PBIS)	Spring
Strawbridge Yearbooks	SaintsFunds	Spring
Math-A-Thon	PBIS (T-shirts for all students)	Spring
Sticker Machine	Student Council	All Year
School Store		



TO: Members of the School Board
Bill Gronseth

FROM: Jon Graff

DATE: October 13 , 2023

RE: Middle School Fundraising
2023-2024

The following are fundraisers occurring at Saint Peter Middle School in 2023-2024:

Band	Fruit Sales (Optional)	Oct/Dec.
Theater	Saints Blanket Sales	Nov.



TO: Members of the School Board
Mr. Bill Gronseth

FROM: Annette Engeldinger

DATE: October 5, 2023

RE: High School Fundraising
2023 - 2024

Following are the 2023-2024 fundraisers, as well as any known timelines, for Saint Peter High School:

Band	Fruit Sales/other food products Raise Right Kwik Trip card Pizza Ranch - TBD - Monday night in Mankato Concessions at Twins games - spring 2024	Oct. - Dec.
Choir	Kwik Trip Car Wash Kwik Trip Gas Cards Coffee Sales - Driven Coffee	Nov.
FFA	Snack sticks sales Farm Field (not a fundraiser, but a source of income) FFA Week Farm2School Meal Fruit Sales Classic Car Roll-In (for memorial scholarship) Greenhouse Produce/Plants	School year Feb. Spring Spring Spring
World Language	Chocolate/Food sales Online Coffee Sales	Winter Ongoing
Prom/Class Dues	Heggies pizza Fundraiser	Spring