



SAINT PETER SCHOOL BOARD
Regular Board Meeting
Thursday, February 22, 2024
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-Liv Bahr, North Elementary	
1. Student Council Report	
VII. Action Items	
1. Consider Acceptance of Donations & Grants to the District	30
2. Consider Approval of Pay Equity Report	33
3. Consider Policies with Legislative Requirements for Approval with One Reading	37
VIII. Information Items	
1. Mileage and Meal Reimbursement Rates	74
2. READ Act Update	75
3. Commissioners Review and Comment	76
IX. Reports	
1. Building Principals	
2. Superintendent of Schools	
3. Board Members	
a. Around the Table	
X. Upcoming Meetings of the School Board Study Session	
Monday, March 4, 2024	
6:30 PM	
SPMS-Media Center	
HR Committee	
Friday, March 8, 2024	
4:00 PM	
SPMS-Conference Room A/B	
Business Committee	
Wednesday, March 13, 2024	
10:00 AM	
DO	
Policy Committee	
Wednesday, March 13, 2024	

4:00 PM
DO
Education Committee
Thursday, March 14, 2024
1:00 PM
DO
Regular Board Meeting
Monday, March 18, 2024
6:30 PM
SPCC-Governor's Room
XI. **Adjournment**



ADDENDUM

REGULAR BOARD MEETING Monday, February 22, 2024 SPCC-Governor's Room 6:30PM

V. CONSENT AGENDA

1. Approval of the Regular Board Meeting minutes of January 18, 2024.
2. Approval of the Study Session minutes of February 5, 2024.
3. Approval of Bills (\$1,711,833.27) and Wire Transfers (\$3,194,274.61) for January 2024.
4. Personnel
 - a. The acceptance of the resignation of a Paraprofessional (Christie Joramo) at Saint Peter Middle School effective January 31, 2024.
 - b. The acceptance of the resignation of a Paraprofessional (Krystalin Neary) at Saint Peter Middle School.
 - c. The approval of the hiring of a Paraprofessional (Sorren Chaudhury) at Saint Peter Middle School. This is a replacement position.
 - d. The approval of the hiring of a Paraprofessional (Isaac Dearborn) at Saint Peter Middle School. This is a replacement position.
 - e. The acceptance of the resignation of Saints Overtime Assistant (Oscar Ramirez) with Saint Peter Community and Family Education.
 - f. The approval of the hiring of a paraprofessional (Claire Hruby) at Saint Peter Middle School. This is a replacement position.
 - g. The approval of the hiring of a paraprofessional (Rachel Stuewe) at South Elementary School beginning January 12, 2024.
 - h. The approval of a transfer (Will Hawkins) from a substitute custodian to a housekeeper at North Elementary beginning February 7, 2024.

- i. The acceptance of the retirement for the principal (Doreen Oelke) at South Elementary effective June 30, 2024.
- j. The acceptance of the resignation of the Administrative Assistant to the Superintendent (Sarah Janovsky) effective February 28, 2024.
- k. The acceptance of a maternity leave extension for a sixth-grade science teacher (Megan Gebur). Megan is requesting an intermittent leave to extend through the 23rd of February.
- l. The approval of an FMLA request for a first-grade teacher (Karissa Minks). Her due date is April 20, 2024. Her leave would begin on the date of the birth of her child and will use intermittent FMLA to return to her full-time teaching position on October 10, 2024.
- m. The approval of an FMLA request for Elayna Howton from August 19, 2024-September 27, 2024.
- n. The approval of an FMLA request for an Occupational Therapist (Hannah Johnson) from April 29, 2024 through May 31, 2024. She will return full-time to her OT position for the 2024-2025 school year.
- o. The approval of the hiring of an ECFE/School Readiness paraprofessional/teacher (Tasha Oliver) at Saint Peter Early Childhood.

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

The School Board
Saint Peter Public Schools

Members Present: Drew Dixon, Rita Rassbach, Ken Rossow, Kate Martens, Charlie Potts, Tracy Stuewe & Bill Kautt.

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

Administrative Team members: Megan Gracia

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

5

A Regular Board Meeting of the School Board of Saint Peter Public Schools was held Thursday, January 18, 2024, beginning at 6:30 PM in the SPCC-Governor's Room.

I. Call Meeting to Order-6:00 PM, Potts

II. Pledge of Allegiance

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

IV. Consider Requests to Speak on the Agenda

V. Approval of Consent Agenda Items-(Martens/Rossow, unanimous)

Member Kautt requested to take out 4. Donations from the consent agenda vote- Kautt motioned to approve the donations seperately and was seconded by Member Martens the vote was unanimous. Director Kautt would like to have donations as a separate item in upcoming board meeting.

1. Approval of the Regular Board Meeting minutes of December 18, 2023.
2. Approval of the Organizational Meeting minutes of January 8, 2024.
3. Approval of Bills (\$1,854,760.19) and Wire Transfers (\$3,255,132.60) for December 2023.
4. Donations
 - A. Jeff Miller has presented the high school with a generous donation of \$1,000 in memory of his wife, Nancy. The intention of this donation is to help send students to winter camp at Confidence Learning Center in Northern Minnesota.

- B. The Saint Peter Activities department received memorial donation in remembrance of Frank Fredlund, a long-time teacher and coach for the Saint Peter District.
 - C. The acceptance of a \$5,000 donation from the Boyum family. The family wishes for \$2,500 of the donation to go toward the purchase of additional drums to complete the 5th and 6th grade general music room's set and the remaining \$2,500 to be used as determined by SPMS administration.
5. Personnel
- A. The acceptance of the resignation of the Operations and Maintenance Supervisor (Sharon Petersen) effective January 31, 2024.
 - B. The acceptance of the resignation of an Intervener Paraprofessional (Jessica Shane) at South Elementary effective December 21, 2023.
 - C. The approval of the hiring of a 7th grade life science teacher (Magdeline Anderson) at Saint Peter Middle School. This is a replacement position.
 - D. The approval of the hiring of a night custodian (Brandon Kurth) at Saint Peter Middle School beginning January 3, 2024.
 - E. The acceptance of the resignation of a food service employee (Shannon Anderson) at Saint Peter High School effective December 20, 2023.
 - F. The approval of the hiring of a Saints Overtime Assistant (Kennedy Johnson) with Saint Peter Community & Family Education.
 - G. The approval of the hiring of a Saints Overtime Assistant (Mara Lein) with Saint Peter Community & Family Education.
 - H. The approval of the hiring of a paraprofessional (Ben Kuhnel) at Saint Peter Middle School beginning January 3, 2024.
 - I. The approval of the hiring of a cook/dishwasher (Sarah Weber) at Saint Peter High School and MVED.
 - J. The approval of the hiring of a paraprofessional (Liam Dixon) at Saint Peter High School.
 - K. The approval of the hiring of a cook/dishwasher (Alicia Hernandez) at Saint Peter High School beginning January 10, 2024.
 - L. The acceptance of the resignation of a paraprofessional (Madison Reyes) at Saint Peter Middle School effective January 26, 2024.
 - M. The approval of the hiring of a paraprofessional (Austin Petersen) at Saint Peter Middle School.
 - N. The approval of the hiring of an Operations and Maintenance Supervisor (Seth Putz) beginning March 2, 2023.
 - O. The approval of the hiring of a custodial engineer (Tracy Polikowsky) at Saint Peter Middle School beginning January 22, 2024.
 - P. The acceptance of the termination of a science teacher (Rebecca Herberg) at Saint Peter Middle School.
 - Q. The acceptance of the retirement of a special education teacher (Brenda Eggen) at Oshawa Learning Academy effective June 1, 2024.
 - R. The approval of the hiring of a cook/dishwasher (Mary Smith) at Saint Peter High School beginning January 22, 2024.

- S. The approval of the hiring of an ECFE Teacher (Sarah Bjorklund) at Saint Peter Early Childhood beginning January 15, 2024.
- T. The approval of the hiring of a School Readiness Classroom Assistant (Colleen Wenner) at Saint Peter Early Childhood beginning January 3, 2024.
- U. The approval of a Saint Peter High School diploma for Jaiden Boswell, Robert "RJ" Lahn, Tiernan Gransee and Kyra Vanderlinde these students has met the established graduation requirements.

VI. Student Spotlight-Steven Leiferman and Jaiden Boswell, Rock Bend ALC
 Steven chose Rock Bend because he had long struggled to get a grasp on his education and was falling behind on credits, he is now back on track and things are going well. Steven saw a improvement in his grades when he started attending school regularly and hopes to get a job in the trades.
 Jaiden has met her graduation credits and will receive a Saint Peter diploma as approved in this meetings consent agenda. Jaiden would like to focus on a working now that she has graduated, which is a great accomplishment.
 Ms. Sykora acknowledged that both students have overcome obstacles to get to this point and she is proud of each of them.

7

1. Student Council Report-none

VII. Action Items

1. Consider Approval of the 2022-2023 Audit-(Kautt/Rassbach, unanimous)
2. Consider Approval of Tentative 2023-2025 Contract Agreement with Paras-(Kautt/Rossow, unanimous)
3. Consider Approval of Tentative 2023-2025 Contract Agreement with Custodians-(Stuewe/Dixon, unanimous)
4. Consider Approval of High School Course/Program Changes for 2024-2025-(Stuewe/Martens, unanimous)
5. Consider Approval to Amend a Previously Passed Resolution calling for a Special Election-(Martens/Dixon)
 YAY:Rossow, Rassbach, Stuewe, Potts, Kautt, Dixon, Matens
 NAY: None
 PASSED

VIII. Information Items

1. Enrollment Options: Yearly Comparison Report
2. Appointments to Standing Board Committees
3. Consider Approval of Middle School Course/Program Changes for 2024-2025

IX. Reports

1. Building Principals
 Early Childhood
 -February is Dental Health Month
 -Feb 8th next Early Childhood Screening

- Feb 10th ECFE Family Friendship Event
- School Readiness Open House/Registration night for Fall preschool

South

- Excited for warmer temps next week for outdoor recess
- 7 new students have enrolled the past week
- Fast Assessments are happening, teachers will look at results next Friday
- Tuesday will be the next Parent Council meeting, Beth Winterfeldt will present
- Kindergarten registration for next school year is open

North

- Passion projects were last Friday to celebrate the end of the quarter
- Winter Screening is going on at North
- All school assembly will be tomorrow to kick off third quarter
- Representative Jeff Brand will be Principal of the Day at North tomorrow afternoon
- North concert will be February 8th at SPS
- School of Excellence application process has began

Middle School

- 2,800 pride ticket goal was met, 23% reduction in referrals
- Technology violations are up, they are working through this with the PBIS team
- HVAC issues continue to be an issue, the repairs yesterday have helped

High School

- Work Based Learning is up and running at SPS taught by Jasmine Witty
- Governor Walz visited the HS last week
- One course closer to being able to offer the MN transfer curriculum-2 more courses are needed

ALC

- Four graduates at Rock Bend
- OLA is in a good position with their staffing and their student count will increase
- Registration is open for Credit Recovery

2. Superintendent of Schools

Boiler and HVAC Project that was approved last month has proven timely. The system has experienced a number of issues this week with the colder temps.

3. Board Members

a. Around the Table

Martens

- Appreciated the time with other boards at the MSBA conference last week
- Would love if school board members would help judge history day

Kautt

- The December bills were in order
- Thank you to Ben Leonard and Tim Lokensgard for their years on the board
- The final speaker at the MSBA conference was great

Stuewe

- Would like to recognize Brian Odland on his retirement as SPS Head Football Coach

Rassbach

- The conference was great
Rossow
- Its good to be underway as a board member

X. Upcoming Meetings of the School Board

Policy Committee
Monday, January 22, 2024
7:00 AM
DO

HR Committee
Wednesday, January 24, 2024
5:30 PM
SPMS-Conference Room A/B

Study Session
Monday, February 5, 2024
6:30 PM
SPMS-Media Center

Regular Board Meeting
Thursday, February 22, 2024
6:30 PM
SPCC-Governor's Room

XI. **Adjournment**- 8:10 PM (Stuewe/Martens, unanimous)

Dated: February 22, 2024

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, Ken Rossow, Rita Rassbach, Kate Martens, Charlie Potts, Tracy Stuewe & Bill Kautt.

Administrative Team members: Megan Gracia, Sharon Petersen & Tami Skinner

Others present: Superintendent Bill Gronseth, Administrative Assistant Sarah Janovsky

A Study Session of the School Board of Saint Peter Public Schools was held Monday, February 5, 2024, beginning at 6:30 PM in the Saint Peter Middle School-Media Center.

10

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

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

III. Referendum Update-Superintendent Gronseth spoke a bit about the dynamic microsite for the April 8, 2024 Middle School Bond Referendum and other communications that are relevant to the referendum.

IV. Midyear Goal Check-in-Superintendent Gronseth reviewed progress toward the goals the school board has set for the 2023-2024 school year. The district will need to need to spend more than usual on professional development and curriculum review in the next few years, specifically in regards to the Read Act and math.

V. Upcoming Meetings of the School Board

Education Committee
Thursday, February 8, 2024
1:00 PM
DO

Business Committee
Friday, February 9, 2024
11:00 AM
DO

Policy Committee
Wednesday, February 21, 2024

4:00 PM
DO

Regular Board Meeting
Thursday, February 22, 2024
6:30 PM
SPCC-Governor's Room

VI. **Adjournment**-7:39 PM (Rossow/Rassbach, unanimous)

Dated: February 22, 2024

Kate Martens, Board Clerk

11



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

Date: 2/6/2024
To: Dr. Bill Gronseth - Superintendent
From: Bee Ong - Finance Accountant
Re: **Monthly Board Bills, Payroll & Student Activity Amounts:**

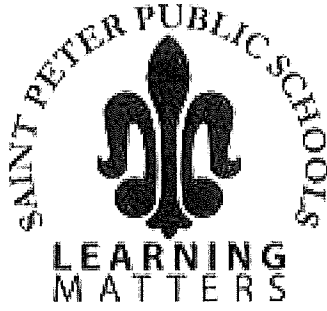
12

January 2024 - Board Bills	\$699,532.66
January 2024 - Payroll	\$1,002,695.20
January 2024 - Student Activity	\$9,605.41
	<hr/>
	<u>\$1,711,833.27</u>

St. Peter Public Schools
Wire Transfer Report

Jan-24

MSDLAF to USBank	1/26/2024	2,249,675.00 (Feb/Aug bond pymt)
MSDLAF to FNB Payroll	1/11/2024	550,000.00
MSDLAF to FNB Payroll	1/29/2024	550,000.00
MSDLAF to FNB BO	1/3/2024	250,000.00
MSDLAF to FNB BO	1/16/2024	450,000.00
MSDLAF to FNB BO	1/17/2024	250,000.00
MSDLAF to CCF	1/17/2024	200,000.00
FNB BO to BCBS - medicare health	1/23/2024	13,179.00
FNB BO to VISA	Jan	17,915.58
Wire of federal payroll taxes	1/3/2024	975.40
Wire of federal payroll taxes	1/12/2024	155,794.04
Wire of federal payroll taxes	1/17/2024	19.24
Wire of federal payroll taxes	1/17/2024	99.40
Wire of federal payroll taxes	1/31/2024	165,872.59
Wire of state payroll taxes	1/2/2024	28,024.77
Wire of state payroll taxes	1/4/2024	89.70
Wire of state payroll taxes	1/12/2024	25,821.79
Wire of state payroll taxes	1/18/2024	7.10
Wire of state payroll taxes	1/29/2024	1,338.00
PERA payments	1/2/2024	24,959.81
PERA payments	1/4/2024	708.63
PERA payments	1/16/2024	22,132.83
PERA payments	1/18/2024	17.62
TRA payments	1/2/2024	90,531.45
TRA payments	1/16/2024	88,917.61
Horace Mann	1/8/2024	1,660.00
Horace Mann	1/16/2024	1,660.00
Ameriprise/NBSGroup Bill	1/5/2024	2,530.00
Ameriprise/NBSGroup Bill	1/16/2024	2,530.00
Colonial Life	1/9/2024	477.04
Colonial Life	1/9/2024	10,140.24
CCF- Dental direct debits	1/16/2024	4,426.91
CCF- Dental direct debits	1/22/2024	3,148.40
CCF- Dental direct debits	1/23/2024	1,795.20
CCF- Dental direct debits	1/29/2024	2,517.95
CCF - BCBS debits	1/4/2024	94,513.81
CCF - BCBS debits	1/11/2024	53,528.71
CCF - BCBS debits	1/18/2024	33,109.88
CCF - BCBS debits	1/25/2024	74,000.64
Medsurity-FNB HSA/VEBA	Jan	21,831.27
Total Wires		3,194,274.61



MEMO TO: Bill Gronseth, Superintendent
Saint Peter School Board

FROM: Jon Graff, Principal

DATE: January 18, 2024

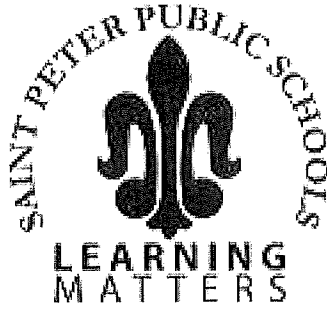
SUBJECT: SPMS Special Education
Paraprofessional Resignation

Please accept the resignation of Christie Joramo, Special Education Paraprofessional, at Saint Peter Middle school. Christie's last day with the district will be January 31, 2024.

We would like to thank Christie for her contributions to the district and wish her the best of luck in her future endeavors.

14

CC: Christie Joramo
Grp_hire_para



MEMO TO: Bill Gronseth, Superintendent
Saint Peter School Board

FROM: Jon Graff, Principal

DATE: January 31, 2024

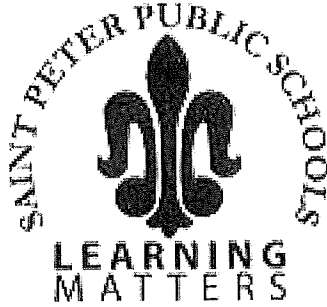
SUBJECT: SPMS Special Education
Paraprofessional Resignation

Please accept the resignation of Krystalin Neary, Special Education Paraprofessional, at Saint Peter Middle school effective immediately.

We would like to thank Krystalin for her contributions to the district and wish her the best of luck in her future endeavors.

15

CC: Krystalin Neary
Grp_hire_para



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Jon Graff

DATE: February 5, 2024

SUBJECT: Para Hire

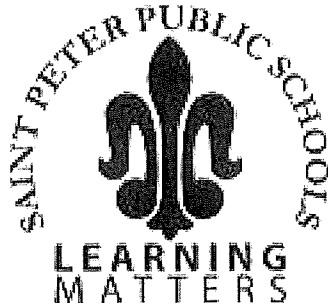
Applications were received and interviews took place for a paraprofessional position at Saint Peter Middle School. I am pleased to recommend Sorren Chaudhury for the position. Sorren is a student at GAC working toward her Social Studies Education Degree. Sorren will work a limited schedule to accommodate her coursework.

EMPLOYEE SUMMARY

- **Sorren Chaudhury**
 - Step 1 at a rate of \$15.95/hour.
 - M,W,F, approximately 4 hours per student contact day
 - Start Date: ASAP after employment paperwork is complete

16

CC: Sorren Chaudhury (beeaktis@gmail.com)
grp_hire_para



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Jon Graff

DATE: February 5, 2024

SUBJECT: Para Hire

Applications were received and interviews took place for a paraprofessional position at Saint Peter Middle School. I am pleased to recommend Isaac Dearborn for the position. Isaac is a student at GAC working toward his Elementary Education Degree. Isaac will work a limited schedule to accommodate his coursework.

EMPLOYEE SUMMARY

- **Isaac Dearborn**
 - Step 1 at a rate of \$15.95/hour.
 - T,H, approximately 3 hours per student contact day
 - Start Date: ASAP after employment paperwork is complete

17

CC: Isaac Dearborn (isaacdearborn@icloud.com)
grp_hire_para



MEMO TO: Bill Gronseth, Superintendent
School Board Members

FROM: Tami Skinner

DATE: Feb. 7, 2024

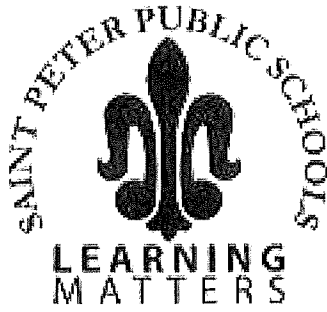
SUBJECT: Saints Overtime Assistant
Resignation

Please accept the resignation of Oscar Ramirez as a Saints Overtime Assistant. His last day of employment is Mar. 1, 2024.

18

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

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



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Jon Graff

DATE: January 7, 2024

SUBJECT: Para Hire

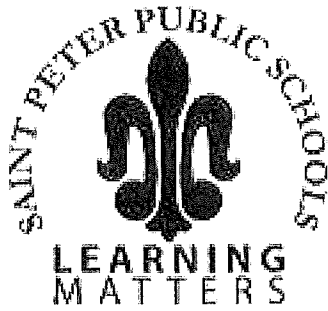
Applications were received and interviews took place for a paraprofessional position at Saint Peter Middle School. I am pleased to recommend Claire Hruby for the position.

EMPLOYEE SUMMARY

- **Claire Hruby**
 - Step 1 at a rate of \$15.95/hour.
 - 6.75 hours/student contact day
 - Start Date: As soon as employment process allows

19

CC: Claire Hruby (clairejhruby@gmail.com)
grp_hire_para



MEMO TO: Bill Gronseth, Superintendent
Saint Peter School Board

FROM: Doreen Oelke, Principal

DATE: February 11, 2024

SUBJECT: Recommendation to Hire

I am pleased to recommend Ms. Rachel Stuewe for a 6.75 hours per day special education paraprofessional position at South Elementary. This is a replacement position.

NEW EMPLOYEE SUMMARY

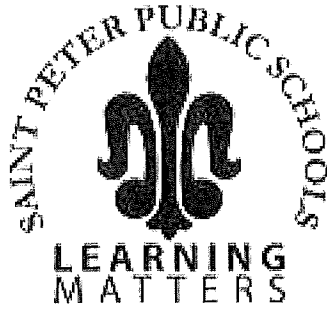
20

- **Rachel Stuewe**
 - Start date: February 12, 2024
 - Step 1A, \$15.95 per hour
 - 6.75 hours per day SPED Para
 - Time Sheets will be completed

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

CC:

Grp_hire_para
Tara Johnson (Para Mentor)



MEMO TO: Lisa Pierson
FROM: Marc Bachman
DATE: February 9, 2024
SUBJECT: Change in pay/position

Will Hawkins will move from substitute custodian to housekeeper at North Elementary effective February 7, 2024.

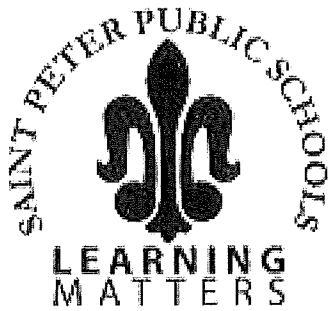
EMPLOYMENT PAY CHANGE SUMMARY

- **Will Hawkins**
 - Housekeeper: Step 1
 - 1.5 hours/day
 - 390 hours/year
 - Effective Date: February 7, 2024

21

Cc: Darin Doherty
Mike Keller
Will Hawkins

attachment



MEMO TO: School Board
FROM: Bill Gronseth
DATE: 02.13.24
SUBJECT: South Elementary Principal Retirement

Please accept the retirement of Mrs. Doreen Oelke, South Elementary Principal effective June 30, 2024.

For the past 10 years Ms. Oelke has been an exceptional leader as Principal of South Elementary. We sincerely thank her for her time and dedication to District 508. Ms. Oelke has served the district well through times of transition, curriculum adoptions, the COVID pandemic, and has always had a focus on what is best for students. She has played an important role in the Saint Peter Schools and will be missed. We wish her the best of luck in retirement.

22

Please let me know if you have any questions.



SOUTH ELEMENTARY SCHOOL

1405 S. 7th St. St. Peter, MN 56082

Phone: 507-934-2754 Fax: 507-934-4830

Doreen Oelke, Principal

February 6, 2024

Dear Mr. Gronseth & Saint Peter Public School Board Members,

It is with a mix of emotions that I announce my retirement after 39 fulfilling years in the field of education. Serving as the principal of South Elementary for the past 10 years has without a doubt, been the highlight of my career. My last day will be June 30, 2024.

23

When I reflect on the nearly four decades I have spent as an educator, I have been blessed with the opportunities to work with dedicated administrators, staff, students, families, school board & community members. It has been an honor and a privilege to witness the growth and success of our school district in countless ways.

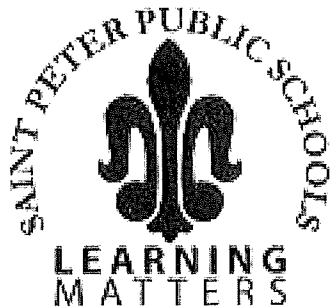
Throughout my time in the Saint Peter Public Schools system we have weathered challenges, celebrated achievements, and created a community that has provided support, collaboration and a commitment to education. I am immensely proud of the accomplishments we have achieved and the positive impact we have had on the lives of our students.

The South Elementary staff members are among some of the most dedicated and caring people I have ever known. They will always hold a special place in my heart. As I step into retirement, I carry with me many wonderful memories of our time together. I am confident that the spirit of excellence and dedication will continue to thrive under new leadership.

I am excited about the future of Saints Nation, and I look forward to hearing about the continued achievements and milestones of this remarkable district. Thank you for allowing me to be a part of this incredible journey. Wishing you all continued success and prosperity.

Sincerely,

Doreen Oelke



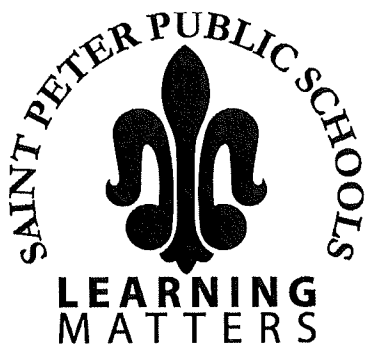
MEMO TO: School Board
FROM: Bill Gronseth
DATE: 02.16.24
SUBJECT: Administrative Assistant to the Superintendent Resignation

Please accept the resignation of Sarah Janovsky, Administrative Assistant to the Superintendent at Saint Peter Public Schools effective February 28, 2024.

Sarah has served the district well for 5 years through Superintendent transitions, the pandemic, and significant changes in policy and procedure. We wish her well as she pursues other opportunities.

24

CC: Sarah Janovsky
grp_hire_misc.



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Jon Graff

DATE: February 14, 2024

SUBJECT: Maternity Leave Request

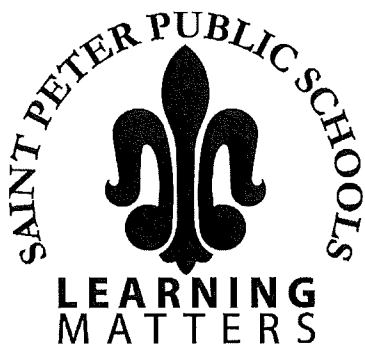
I recommend that you accept the maternity leave extension request of Mrs. Megan Gebur, 6th grade science teacher at SPMS. Megan is requesting an intermittent leave to extend through the 23rd of February.

25

Megan will be at conferences on the evenings of February 13th and 20th and the full day on February 15th.

The long term sub assigned for Mrs. Gebur's maternity leave will continue through the extension.

Cc: Megan Gebur
Grp_hire_certified



MEMO TO: Bill Gronseth, Superintendent
Saint Peter School Board

FROM: Doreen Oelke, Principal

DATE: February 13, 2024

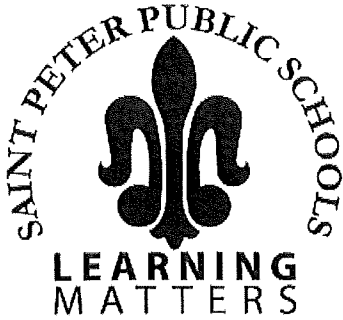
SUBJECT: Minks FMLA Request

I recommend that you accept the FMLA request of Karissa Minks, first grade teacher at South Elementary. Ms. Mink's due date is April 20, 2024. Her leave will begin on the date of the birth of her child and end on May 31, 2024. She will use intermittent FMLA leave starting on August 28, 2024 through October 9, 2024. She will return full time to her teaching position on October 10, 2024.

26

Her written request, along with the FMLA paperwork, has been submitted to the district office. Please feel free to contact me with any questions.

Cc: Karissa Minks
Grp_hire_certified



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

FROM: Ytive Prafke

DATE:

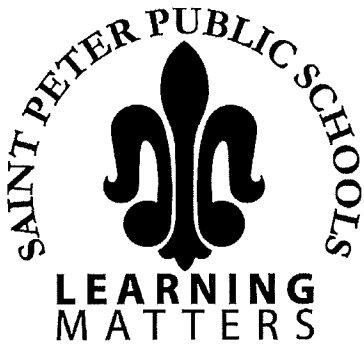
SUBJECT: Elayna Howton FMLA Request

This memo is to recommend the approval of a Family Medical Leave request for Elayna Howton. She will be on leave August 19, 2024-September 27, 2024 with an anticipated return date of September 30, 2024.

27

Thank you for your consideration and please contact me with any questions.

Cc: Elayna Howton
Grp_hire_certified



MEMO TO: Bill Gronseth, Superintendent
Saint Peter School Board

FROM: Doreen Oelke, Principal

DATE: February 21, 2024

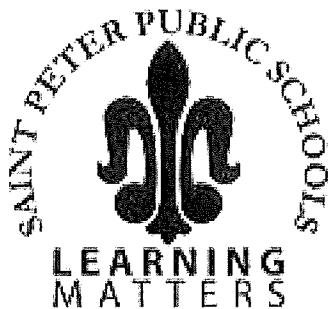
SUBJECT: Johnson FMLA Request

I recommend that you accept the FMLA request of district occupational therapist Hannah (Kleschult) Johnson. Ms. Johnson's due date is April 28, 2024. Her leave will begin on April 29, 2024 and end on May 31, 2024. She will return full time to her OT position for the 2024-2025 school year.

28

Her written FMLA paperwork, has been submitted to the district office. Please feel free to contact me with any questions.

Cc: Hannah (Kleschult) Johnson
Grp_hire_certified



MEMO TO: Members of the School Board
Superintendent Gronseth

FROM: Ytve Prafke

DATE: February 22, 2024

SUBJECT: ECFE Paraprofessional/Teacher

I am pleased to recommend Tasha Oliver for the position of ECFE/School Readiness paraprofessional/teacher. Tasha has a BS degree in Education from Minnesota State University-Mankato and an active teaching license through the Minnesota Department of Education.

29

NEW EMPLOYEE SUMMARY

- **Tasha Oliver**
 - \$16.25 per hour for work as a paraprofessional
 - BA Step 2 (\$31.49 per hour with an update after contract settlement) for teaching time
 - Modified teaching contract for School Readiness/ECFE Teachers
 - Timesheets will be submitted for teaching time
 - Start Date: February 12, 2024

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

CC: Tasha Oliver
grp_hire_certified



ADDENDUM

REGULAR BOARD MEETING Monday, February 22, 2024 SPCC-Governor's Room 6:30 PM

VII. ACTION ITEMS

1. AGENDA ITEM #1

Subject: Consider Acceptance of Donations/Grants to the District

Action: Requires a Motion

Background: Since the previous board meeting, Saint Peter Public Schools has received the following donations and grants:

Class of 2006-2009 Class Accounts	\$5,310.46
Good Neighbor Diversity Council	\$2,000.00

Presentation: Superintendent of Schools

Options/Recommendation: I recommend approving these donations and grants.



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

FROM: Shea Roehrkasse

DATE: 2/12/2024

SUBJECT: Classes of 2006, 2007, 2008, 2009
Donations

Please accept these donations from the SPHS classes of 2006 for \$1310.73, 2007 for \$262.91, 2008 for \$1339.15, and 2009 for \$2397.67. They have closed their class accounts and have donated their remaining balances back to the activities department.

Thank you,

Shea Roehrkasse
Activities Director



MEMO TO: Mr. Bill Gronseth
School Board

FROM: Annette Engeldinger

DATE: February 13, 2024

RE: Black Joy Day Donation

The Good Neighbor Diversity Council has presented the high school with a donation of \$2,000.00. This donation will help cover the costs of our Black Joy Day celebration, which will be held on February 23rd. We are incredibly thankful for the Council's generous support of this important event!

I recommend the acceptance of this donation.

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



ADDENDUM

REGULAR BOARD MEETING Monday, February 22, 2024 SPCC-Governor's Room 6:30 PM

VII. ACTION ITEMS

2. AGENDA ITEM #2

Subject: Consider Approval of Pay Equity Report

Action: Requires a Motion

Background: Every three years, the district is required to file a pay equity report designed to ensure that there is gender equity in pay and benefits for the employees of the district. Our report is compiled by Kathleen Murphy, a pay equity specialist. The report has been reviewed by the Business Committee.

Presentation: Business Manager

Options/Recommendation: We recommend your acceptance of the Pay Equity Report for Saint Peter Public Schools.



TO: Superintendent Bill Gronseth
School Board Members

FROM: Megan Gracia, Business Manager

DATE: February 9th, 2024

RE: Pay Equity Report Results

Every three years, the district must submit the Pay Equity Report. Traditionally, we have worked with Kathleen Murphy of Murphy Management Consultants to aid us in our reporting. The district provided pay and benefit information to Ms. Murphy for all employees as of 12/31/2023. She compiled the information and inputted it into the Pay Equity Report system to run three calculations:

1 – Statistical or Alternative Test

- Compares salary data to determine if female classes are paid consistently below male classes of comparable work value (job points).

2 – Salary Range Test

- Compares the average number of years required for female classes to move through a salary range consisting of a time-phased step progression to the average number of years required for male classes.

3 – Exceptional Service Pay Test

- Compares the percentage of female classes receiving longevity or performance pay to the percentage of male classes receiving longevity or performance pay.

For each of these tests, the district needed to receive a score of 80% or above to pass. We are please to report that the district exceeded the bar in all three areas:

Test	Required Score	SPPS Score
Statistical	80%	109.375%
Salary Range	80%	100.52%
Exceptional Pay	80%	114.29%

We are requesting that the School Board accept the Pay Equity Report Results as reported.

Job Class Data Entry Verification List

Case: 2024DATA

ISD No. 508 - St. Peter

LGID: 1631

Job Nbr	Class Title	Nbr Males	Nbr Females	Non-Binary	Class Type	Jobs Points	Min Mo Salary	Max Mo Salary	Yrs to Max Salary	Yrs of Service	Exceptional Service Pay
1	Housekeeper	2	1	0	B	51	2884.00	2884.00	1.00		
2	Teacher Assistant Chapter I	0	4	0	F	56	2643.00	3041.00	6.00		Longevity
3	ECFE Assistant	0	8	0	F	56	2643.00	3041.00	6.00		Longevity
4	Delivery Person	1	0	0	M	59	2905.00	2956.00	2.00		
5	SAC/SIB Care Assistant	0	8	0	F	70	2643.00	3041.00	6.00		
6	S&N Safety/Attendance/Recept	0	2	0	F	76	2709.00	3364.00	10.00		
7	Media Clerical	0	1	0	F	81	2643.00	3041.00	6.00		Longevity
8	Media Clerical	0	1	0	F	81	2709.00	3364.00	10.00		Longevity
9	Cook	0	11	0	F	82	2856.00	3343.00	2.00		Longevity
10	Program Assistant/Comm Ed	0	1	0	F	91	3125.00	3125.00	1.00		
11	Asst Acct Payable Clerk	0	1	0	F	93	2709.00	3364.00	10.00		Longevity
12	Early Childhood &Target Asst	0	1	0	F	93	2709.00	4866.00	10.00		
13	Health Assistant	0	4	0	F	93	2955.00	3215.00	6.00		
14	Teacher Assistant	16	49	0	F	95	2643.00	3041.00	6.00		Longevity
15	Information Tech Support Spec	2	0	0	M	95	3391.00	3391.00		6.00	
16	Secretary Ath/CE/Guidance	0	3	0	F	97	2709.00	4940.00	10.00		
17	Head Cook	0	4	0	F	99	3203.00	5728.00	2.00		Longevity
18	HS/MS/N Attendance Clerk	0	2	0	F	99	2709.00	4981.00	10.00		
19	Central Registrar/Tech Secreta	0	1	0	F	102	2709.00	4579.00	10.00		Longevity
20	Custodial Engineer	8	1	0	M	102	2932.00	4658.00	2.00		Longevity
21	Business HR Admin Asst	0	1	0	F	112	2709.00	5156.00	10.00		
22	Food Serv Admin Asst	0	1	0	F	117	2856.00	3343.00	2.00		
23	School Info Coordinator	1	0	0	M	119	4229.00	4229.00		5.00	
24	Principal's Secretary	0	5	0	F	120	2709.00	4840.00	10.00		Longevity
25	SAC Coordinator	0	1	0	F	122	3627.00	3627.00	1.00		
26	Administrative Secretary	0	1	0	F	133	4549.00	5870.00	1.00		
27	Finance Accountant	0	1	0	F	137	5109.00	6429.00	1.00		
28	MARSS Accountant	0	1	0	F	139	4696.00	6017.00	1.00		
29	Student Support Liaison	0	3	0	F	139	4946.00	6989.00	1.00		
30	Payroll Supv/District Acct	0	1	0	F	140	6003.00	7324.00	1.00		
31	Part Time Nurse	0	1	0	F	148	5279.00	9734.00	11.00		
32	Media Consultant	0	1	0	F	158	5279.00	12173.00	11.00		

Job Class Data Entry Verification List

Case: 2024DATA

ISD No. 508 - St. Peter

LGID: 1631

Job Nbr	Class Title	Nbr Males	Nbr Females	Non-Binary	Class Type	Jobs Points	Min Mo Salary	Max Mo Salary	Yrs to Max Salary	Yrs of Service	Exceptional Service Pay
33	Social Worker	1	4	0	F	164	5279.00	12173.00	11.00		
34	ECFE Teacher	0	7	0	F	165	5279.00	9734.00	11.00		
35	Head Building Custodian	4	0	0	M	172	4010.00	5360.00		25.00	Longevity
36	Teacher	43	100	0	B	175	5279.00	12173.00	11.00		Longevity
37	Technology Coordinator	1	0	0	M	177	5279.00	12173.00	11.00		
38	Food Service Director	0	1	0	F	189	6291.00	7611.00		1.00	
39	Dean of Students	2	0	0	M	190	6291.00	12173.00	11.00		
40	Buildings & Grounds Supv	0	1	0	F	190	7216.00	8538.00		2.00	
41	Guidance Counselor	1	2	0	B	201	6291.00	12173.00	11.00		
42	Community Ed Director	0	1	0	F	208	6471.00	7821.00		15.00	Longevity
43	School Nurse	0	1	0	F	216	6291.00	12173.00	11.00		
44	Special Program Admin	0	1	0	F	230	10221.00	11630.00		13.00	Longevity
45	Technology Director	1	0	0	M	230	8977.00	10327.00		2.00	
46	Activities Director	1	0	0	M	234	7989.00	9311.00		4.00	Longevity
47	Business Manager	0	1	0	F	257	8733.00	10055.00		1.00	
48	Building Principal	2	3	0	B	263	8925.00	11779.00		11.00	
49	Superintendent	1	0	0	M	315	13524.00	16753.00		4.00	

Job Number Count: 49



ADDENDUM

REGULAR BOARD MEETING Monday, February 22, 2024 SPCC-Governor's Room 6:30 PM

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.

- 424 License Status
- 425 Staff Development and Mentoring
- 509 Enrollment of Non-Resident Students
- 513 Student Promotion, Retention, and Program Design
- 514 Bullying Prohibition Policy
- 524 Internet Acceptable Use and Safety Policy

Presentation: Superintendent of Schools
Policy Committee

Options/Recommendation: I recommend approving these policies.

424 LICENSE STATUS

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

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

II. GENERAL STATEMENT OF POLICY

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.
- B. No person shall be a qualified teacher until the school district verifies, through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website, that the person is a qualified teacher consistent with state law.
- C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.

[D. The school district must annually report to the Professional Educator Licensing and Standards Board: \(1\) all new teacher hires and terminations, including layoffs, by race and ethnicity; and \(2\) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.](#)

III. PROCEDURE

- A. The superintendent or the superintendent's designee shall establish a schedule for the annual review of teacher licenses.
- B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the superintendent or the superintendent's designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.
- C. If it is discovered that a teacher's license has expired, the superintendent will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of

duty which are grounds for immediate discharge from employment.

- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

Legal References: Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)
Minn. Stat. § 122A.40, ~~Subd. 13~~ (Employment; Contracts; Termination – Immediate Discharge)
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)
Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)
Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)
In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

Cross References: None

425 STAFF DEVELOPMENT AND MENTORING

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

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The school board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.
2. Members of the Advisory Staff Development Committee shall be appointed by the school board. Committee members shall serve a two-year term* based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

B. The school board will establish the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be appointed by the school board. Team members shall serve a two-year term* based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.
2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

A. The Advisory Staff Development Committee will develop a Staff Development Plan that will be reviewed and subject to approval by the school board twice a year.*

* This time period may be changed to accommodate individual school district needs.

~~* This time period may be changed to accommodate individual school district needs.~~

- B. The Staff Development Plan must contain the following elements:
1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board;
- [Note: The board-determined education outcomes for your district could be inserted here.]***
2. The means to achieve the Staff Development outcomes;
 3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;
 4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
 - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
 - g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
 5. The Staff Development Plan also must:
 - a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
 - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

- c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;
 - d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
 - e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
- a. Focus on the school classroom and research-based strategies that improve student learning;
 - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
 - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
 - e. Align with state and local academic standards;
 - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
 - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
 - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
 - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes, section 122A.40, Subdivisions. 7 and 7a, or Minnesota Statutes section 122A.41, subdivisions. 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]

- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a quarterly basis* the extent to which staff at the site have met the outcomes of the Staff Development Plan.
- E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
- F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the [Minnesota Department of Education \(MDE\)](#) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for consistency with the Staff Development Plan twice a year.*
- B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.
- C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

V. STAFF DEVELOPMENT FUNDING

- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3)

* This time period may be changed to accommodate individual school district needs.

professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. . To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher’s workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district’s teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

- B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher’s knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes, section 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On a yearly* basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.*
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.
- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds. or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:

* This time period may be changed to accommodate individual school district needs.

1. additional stipends as incentives to mentors of color or who are American Indian;
2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;
3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or
4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

To the extent the school district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire.
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.
- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

VIII. REPORTING

- A. The school district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's world's best workforce report.
 1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
 2. The report will provide a breakdown of expenditures for:

- a. Curriculum development and curriculum training programs;
- b. Staff development training models, workshops, and conferences; and
- c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

- 3. The report will be signed by the superintendent and staff development chair.
- B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
[Minn. Stat. § 121A.642 \(Paraprofessional Training\)](#)
Minn. Stat. § 122A.187 (Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 123B.147, subd. 3 (Principals)
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References: None.

509 ENROLLMENT OF NONRESIDENT STUDENTS

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

I. PURPOSE

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes, section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

The school board adopts specific standards for acceptance and rejection of Open Enrollment applications.

III. OPEN ENROLLMENT PROCESS

A. Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minnesota Statutes, section 124D.03.
3. the applicant is not otherwise excluded by action fo the school district because of previous conduct in another school district.

B. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application

In addition to the provisions above, the school district may refuse to allow a pupil who is expelled under Minnesota Statutes, section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, ~~with~~ except that such term does

~~not include the exception of~~ a pocket knife with a blade less than two and one-half inches in length, at school or a school function;

2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

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

D. Application

The student and parent or guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) or School Readiness Plus (SRP) Application if applicable) developed by MDE and available on its website.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

E. Lotteries

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

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

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

F. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes, section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minnesota Statutes, chapter 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful

excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

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

Legal References: Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (~~The~~-Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)
[18 U.S.C. 930, para. \(g\)\(2\) \(Definition of weapon\)](#)

Cross References: ~~MSBA/MASA Model~~ Policy 506 (Student Discipline)
~~MSBA/MASA Model~~ Policy 517 (Student Recruiting)

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

A. Promotion

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

B. Retention

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

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the World’s Best Workforce.

~~2.~~ The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.

~~3.~~ The school district ~~will~~must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:

- a. multiple objective criteria; and
- b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should

be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

4. The school district ~~will~~must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
 - a. assess a student's readiness and motivation for acceleration; and
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

5. The school district ~~will~~must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). ~~which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parental report and teacher observations of the child's knowledge, skills, and abilities.~~ The procedures must be sensitive to under-represented groups.

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

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

514 BULLYING PROHIBITION POLICY

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
1. on the school premises, at the school functions or activities, on the school transportation;
 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
 3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also

applies to sexual exploitation.

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

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

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

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

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

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

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

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

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

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

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

J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher,

administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

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

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct as defined in this policy, and sexual exploitation.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

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

- F.** “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- G.** “Prohibited conduct” means bullying, ~~or cyberbullying as defined in this policy, malicious and sadistic conduct, sexual exploitation,~~ or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct, bullying.
- H.** “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- I.** “Student” means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A.** Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B.** The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C.** The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

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

- D.** A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include

bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who

are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

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

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and
 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may

have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy ~~or a summary thereof~~ must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.
- C. This policy must be ~~distributed~~given to each school district or school employee and independent contractor at the time of hiring or contracting. ~~who regularly interacts with students at the time of initial employment with the school district.~~
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.
- G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: ~~MSBA/MASA Model~~ Policy 403 (Discipline, Suspension, and Dismissal of School

District Employees)

~~MSBA/MASA Model~~ Policy 413 (Harassment and Violence)

~~MSBA/MASA Model~~ Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

~~MSBA/MASA Model~~ Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

~~MSBA/MASA Model~~ Policy 423 (Employee-Student Relationships)

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

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

~~MSBA/MASA Model~~ Policy 507 (Corporal Punishment)

~~MSBA/MASA Model~~ Policy 515 (Protection and Privacy of Pupil Records)

~~MSBA/MASA Model~~ Policy 521 (Student Disability Nondiscrimination)

~~MSBA/MASA Model~~ Policy 522 (Title IX Sex Nondiscrimination Policy)

~~MSBA/MASA Model~~ Policy 524 (Internet Acceptable Use and Safety Policy)

~~MSBA/MASA Model~~ Policy 525 (Violence Prevention)

~~MSBA/MASA Model~~ Policy 526 (Hazing Prohibition)

~~MSBA/MASA Model~~ Policy 529 (Staff Notification of Violent Behavior by Students)

~~MSBA/MASA Model~~ Policy 709 (Student Transportation Safety Policy)

~~MSBA/MASA Model~~ Policy 711 (Video Recording on School Buses)

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

524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

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

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

[Note: School districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom websites, and student/employee use of social networking websites. Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]

- a. This paragraph does not prohibit the posting of employee contact

information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
- 7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 - 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 - 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 - 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

~~***[Note: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts seeking technology revenue pursuant to Minnesota Statutes section 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the following alternative sections depending upon whether the school district is seeking such funding and the type of funding sought.]***~~

ALTERNATIVE NO. 1

~~***[Note: For a school district that does not seek either state or federal funding in connection with its computer system, the following language should be adopted. It reflects a mandatory requirement under Minnesota Statutes section 125B.15.]***~~

~~All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.~~

~~***[Note: The purchase of filtering technology is not required by state law if the school site would incur more than incidental expense in making the purchase. In the absence of filtering technology, school sites still are required to use "other effective methods" to restrict student access to such materials.]***~~

ALTERNATIVE NO. 2

~~**[Note: Technology revenue is available to school districts that meet the additional condition of also restricting adult access to inappropriate materials. School districts that seek such state technology revenue may adopt or retain the following language. However, the school district is not required to do so.]**~~

- ~~A. All school district computers with Internet access and available for student use will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.~~
- ~~B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.~~
- ~~C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.~~

ALTERNATIVE NO. 3

~~**[Note: School districts that receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy that contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.]**~~

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, ~~68~~ actual or simulated sexual act or sexual contact,

actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

[Note: Although school districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school policy.]

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 - 4. Notification that, even though the school district may use technical means to

limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
1. the technology provider's employees or contractors have access to educational data only if authorized; and
 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
1. any location-tracking feature of a school-issued device;
 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 2. the activity is permitted under a judicial warrant;
 3. the school district is notified or becomes aware that the device is missing or stolen;
 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. CELL PHONE USE

1. Students are prohibited from using cell phones and other electronic communication devices during the instructional day. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.
2. If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.
3. Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

[Note: This language aligns with the provisions found in the MSBA Model Student Handbook. As an alternative to stating specific cell phone rules in a school district policy, a school board could choose to direct school administration to establish cell

[phone rules. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings.1](#)

XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. ___, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff’d* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee’s Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: ~~MSBA/MASA Model~~ Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
~~MSBA/MASA Model~~ Policy 406 (Public and Private Personnel Data)
~~MSBA/MASA Model~~ Policy 505 (Distribution of Nonschool-Sponsored Materials)

on School Premises by Students and Employees)
~~MSBA/MASA Model~~ Policy 506 (Student Discipline)
~~MSBA/MASA Model~~ Policy 514 (Bullying Prohibition Policy)
~~MSBA/MASA Model~~ Policy 515 (Protection and Privacy of Pupil Records)
~~MSBA/MASA Model~~ Policy 519 (Interviews of Students by Outside Agencies)
~~MSBA/MASA Model~~ Policy 521 (Student Disability Nondiscrimination)
~~MSBA/MASA Model~~ Policy 522 (Title IX Sex Nondiscrimination Grievance
Procedures and Process)
~~MSBA/MASA Model~~ Policy 603 (Curriculum Development)
~~MSBA/MASA Model~~ Policy 604 (Instructional Curriculum)
~~MSBA/MASA Model~~ Policy 606 (Textbooks and Instructional Materials)
~~MSBA/MASA Model~~ Policy 806 (Crisis Management Policy)
~~MSBA/MASA Model~~ Policy 904 (Distribution of Materials on School District
Property by Nonschool Persons)



ADDENDUM

REGULAR BOARD MEETING Monday, February 22, 2024 SPCC-Governor's Room 6:30 PM

VIII. INFORMATION ITEMS

1. AGENDA ITEM #1

Subject: Mileage and Meal Reimbursement Rates

Background: The district's rate for mileage and meal reimbursement is reviewed annually to align with the Federal rate. An adjustment is being made from .655 to .67 cents per mile.

There is also an adjustment to meal reimbursement as follows:
breakfast from \$12 to \$13,
lunch stays at \$15, and
dinner shifts from \$25 to \$26.

There is a difference in rates when traveling within the State of Minnesota to the cities of Minneapolis/St. Paul (\$18, \$20, \$36) Rochester (\$14, \$16, \$29) and Duluth (\$18, \$20, \$36). Out-of-state travel rates will be \$18, \$20, \$36.

Presentation: Superintendent of Schools



ADDENDUM

REGULAR BOARD MEETING Monday, February 22, 2024 SPCC-Governor's Room 6:30 PM

VIII. INFORMATION ITEMS

2. AGENDA ITEM #2

Subject: READ Act Update

Background: The READ Act was passed by the Minnesota Legislature during the 2023 session. It requires specific assessments, curriculum, and Science of Reading training for all staff working in the area of literacy. MDE has been working through the details of implementation. In the near future we will begin Phase I of the training which will include 146 teachers, paraprofessionals, and administrators.

Presentation: Superintendent of Schools



February 7, 2024

Bill Gronseth, Superintendent
Saint Peter Public School District, ISD #0508-01
100 Lincoln Drive Ste 229
Saint Peter, MN 56082-1351

Dear Superintendent Gronseth:

Minnesota Statutes, section 123B.71, requires a review and comment statement on the educational and economic advisability of your proposed school construction project. Information supplied by your school district and from Minnesota Department of Education sources is the basis of this review and comment. With this positive review and comment, voter and school board approval is required for Saint Peter Public School District, Independent School District #0508-01, to proceed with the proposed projects.

The district shall publish a summary of the review and comment statement (the final page) in the legal newspaper of the district at least 48 days, but not more than 60 days, prior to holding a referendum for bonds or soliciting any bids for the construction, expansion, or remodeling of an educational facility. The department may request a statement certifying the publication, and require the submission, review, and approval of preliminary and final construction plans.

Minnesota Statutes, section 123B.71, requires the commissioner to include comments from residents of the school district in the review and comment. As of the date of this letter, no public comments have been received. In addition, Minnesota Statutes, section 123B.71, ***requires the school board hold a public meeting to discuss the review and comment prior to the date of the bond referendum election.***

Minnesota Statutes, section 123B.71, ***requires that a school district, prior to occupying a new or renovated facility after July 1, 2002, must submit a certification prepared by a system inspector to the commissioner and the building code official that will provide an occupancy permit.*** The certification must verify that the facility's installed or modified heating, ventilation, and air conditioning system operates according to design specifications and code, a system for monitoring outdoor airflow and total airflow of ventilation systems has been installed, and any installed or modified heating, ventilation, or air conditioning system provides an indoor air quality filtration system that meets ASHRAE (American Society of Heating, Refrigerating and Air-Conditioning Engineers) Standard 52.1.

If you have any questions, please contact Chris Kubesh, Education Finance specialist, at 651-582-8319 or chris.kubesh@state.mn.us. Thank you for working with us to improve school facilities for Minnesota students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Willie L. Jett II'.

Willie L. Jett II
Commissioner

cc: Charlie Potts, School Board Chair

Enclosure

**The Commissioner of the Department of Education
Review and Comment on the School Construction
Proposal of St. Peter Public School District, ISD #0508-01**

A review and comment must be provided on a school district construction project proposal before the district conducts a referendum, solicits bids, or issues bonds for the project. A project proposal has been submitted for review and comment according to requirements set forth in Minnesota Statutes, section 123B.71, subdivisions 9 and 10, and Minnesota Statutes, section 123B.72. The district provides the following information:

1. The geographic area and population to be served:
 - a. preschool through grade 12 student enrollment for the past five years, and
 - b. student enrollment projections for the next five years.
2. A list of existing school facilities:
 - a. by year constructed,
 - b. their uses, and
 - c. an assessment of the extent to which alternate facilities are available within school district boundaries and in adjacent school districts.
3. A list of specific deficiencies of the facility:
 - a. demonstrating the need for a new or renovated facility to be provided,
 - b. the process used to determine the deficiencies,
 - c. a list of those deficiencies that will and will not be addressed by the proposed projects,
 - d. a list of specific benefits that the new or renovated facility will provide to students, teachers, and community users served by the facility.
4. A description of the project, including:
 - a. specifications of site and outdoor space acreage,
 - b. square footage allocations for classrooms, laboratories and support spaces,
 - c. estimated expenditures for major portions of the project,
 - d. estimated changes in facility operating costs, and
 - e. dates the project will begin and be completed.
5. A specification of the source of project financing, including:
 - a. applicable statutory citations,
 - b. the scheduled date for a bond issue or school board action,
 - c. a schedule of payments, including debt service equalization aid, and
 - d. the effect of a bond issue on local property taxes by property class and valuation.
6. Documentation obligating the school district and contractors to comply with the following items:
 - a. Minnesota Statutes, section 471.345 governing municipal contracts,
 - b. sustainable design,
 - c. school facility commissioning under Minnesota Statutes, section 123B.72, certifying the plans and designs for heating, ventilating, air conditioning and air filtration for an extensively renovated or new facility meet or exceed current code standards, including ASHRAE air filtration Standard 52.1,
 - d. American National Standards Institute (ANSI) acoustical performance criteria, design requirements and guidelines for schools on maximum background noise levels and reverberation times,
 - e. state fire code,
 - f. chapter 326B governing building codes, and
 - g. consultation with affected government units about the impact of the project on utilities, roads, sewers, sidewalks, retention ponds, school bus and automobile traffic, access to mass transit and safe access for pedestrians and cyclists.

Description of Proposed School Construction Project

Saint Peter Public School District, ISD #0508-01 is proposing a single question bond referendum on April 9, 2024 that would authorize \$10.965 million in bonding authority to finance facility improvements at the middle school. Proposed projects include: classroom and restroom renovations, corridor upgrades, replacement of the central stairwell, building envelope upgrades, furniture/fixtures and equipment replacement and technology improvements.

The projects proposed would be scheduled for completion in calendar years 2025 through 2026. Cost estimates by project component are as follows:

Middle School - Project Cost Estimates	
General Classroom Renovations	1,632,000
Science Lab Upgrades	1,282,500
Art / Shop Area Upgrades	625,600
Gym Area Acoustic Upgrades	90,000
Corridor Renovations - Flooring & Walls	1,290,732
Central Stairwell Replacement	540,000
Restroom Upgrades	800,000
Building Envelope Improvements	1,080,000
Lobby Area Renovations	140,000
FF&E	500,000
Technology Upgrades	400,000
Fees, Permits & Testing	1,676,167
Contingencies	586,658
Capitalized Interest	318,411
Bond Issuance	166,219
	11,128,287

The district would not add any building space and, as a result, does not anticipate a significant change in operational costs. The proposed projects appear to be in the long-term interest of the school district.

If the bond referendum is successful and bonds are sold, the debt service on the bonds will be eligible for debt service equalization under Minnesota Statutes, section 123B.53, subdivision 3, if the bond schedule is approved. The amount of debt service equalization aid, if any, the district receives is determined annually and is dependent upon property wealth, student population, and other statutory requirements.

Review and Comment Statement

Based on the department's analysis of the school district's required documentation and other pertinent information from sources of the Minnesota Department of Education, the Commissioner of Education provides a positive review and comment.

Additional Information is Available

Persons desiring additional information regarding this proposal should contact the school district superintendent's office.



Willie L. Jett II
Commissioner

February 7, 2024